



**LANGUAGE!** Live

# **2015 ENGLISH LANGUAGE ARTS/ ENGLISH LANGUAGE DEVELOPMENT ADOPTION**

Program 4: Intensive Intervention English Language Arts  
Grades Four through Eight

## **CALIFORNIA CCSS CORRELATION**



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Examples and Abbreviations for Citing Online Word Training References	
Component	Abbreviation
Level 1 Word Training Unit 3, Lesson 4, Tutorial -m	L1WTU3L4T -m
Level 2 Word Training Unit 7, Goal 1	L2WTU7G1
Level 2 Word Training Unit 8, Lesson 3, Encoding-Sentence Completion with Spelling	L2WTU8L3ESCS
Component	Abbreviation
Level 1 Word Training	L1WT
Level 2 Word Training	L2WT
Unit	U
Lesson	L
Independent Read	IR
Tutorial	T
<i>If referencing a specific tutorial, just cite the skill or phoneme being taught.</i> For example: Plural –es Tutorial Suffix –ous Check for Understanding Review	-es -ous CU R

Component		Abbreviation	
<b>Decoding Activities</b>	<b>DA</b>	<b>Encoding Activities</b>	<b>EA</b>
Blend and Read Words	BRW	Phoneme Grapheme Mapping	PGM
Read Phrases and Sentences	RPS	Syllabification	SY
Listen and Identify	LI	Build a Word Family	BWF
Sort	S	Sentence Dictation	SD
Sentence Completion	SC	Read Phrases and Sentences	RPS
Rhyming	R	Sentence Completion with Spelling	SCS
Yes/No	Y/N	Word Building	WB
Word Radiator	WR	Shuffle	S
Read Sentences	RS	Word Construction	WC
Column Matching	CM	Word Generator	WG
Key Concept Quiz	KCQ	Adding Suffixes	AS
Word Association Wall	WAW	Goals 1, 2, or 3	G#
Word Construction	WC	Fluency Check	FC
Word Generator	WG		
Big Word Strategy	BWS		
Confusing Words	CW		
Phrase Selection	PS		

Examples and Abbreviations for Citing Online Text Training References	
Level 1 Text Training Unit 3, Lesson 4, Practice Activity: Word Sort	<b>L1TTU3L4PA-Word Sort</b>
Level 2 Text Training Unit 7, Power Pass	<b>L2TTU7PP</b>
Level 2 Text Training Unit 8, Lesson 3, Content Mastery	<b>L2WTU8L3CM</b>

Component	Abbreviation
Level 1 Text Training	<b>L1TT</b>
Level 2 Text Training	<b>L2TT</b>
Unit	<b>U</b>
Lesson	<b>L</b>
Practice Activities	<b>PA</b>
Content Mastery Quiz	<b>CM</b>
Power Pass	<b>PP</b>

Examples and Abbreviations for Citing Print or Digital Text Training Teacher Editions and Student Books	
Component	Abbreviation
Level 1 Text Training Unit 3, Lesson 4, pp. 24-25	<b>L1TTU3L4pp.24-25</b>
Level 2 Writing Projects: Compare and Contrast Fiction and Nonfiction, pp. 33-35	<b>L2WP1pp.33-35</b>
Program Guide, pp. 3-4	<b>PG pp.3-4</b>

Component		Abbreviation	
Level 1 Text Training	<b>L1TT</b>	Thematic Literature-6	<b>6</b>
Level 2 Text Training	<b>L2TT</b>	Argumentative-7	<b>7</b>
Unit	<b>U</b>	Career Documents-8	<b>8</b>
Lesson	<b>L</b>	Level 2 Writing Projects	<b>L2WP</b>
Program Guide	<b>PG</b>	Informational-1	<b>1</b>
Handwriting	<b>HW</b>	Narrative-2	<b>2</b>
Level 1 Writing Projects	<b>L1WP</b>	Compare and Contrast Fiction and Nonfiction-3	<b>3</b>
Basic Paragraph Writing-1	<b>1</b>	Argument-5	<b>4</b>
Scientific Research-2	<b>2</b>	Compare and Contrast Thematic Literature-6	<b>5</b>
Problem and Solution-3	<b>3</b>	Literary Analysis-6	<b>6</b>
Firsthand and Secondhand Accounts-4	<b>4</b>	Cause and Effect-7	<b>7</b>
Compare and Contrast Fairy Tales-5	<b>5</b>	Career Documents-8	<b>8</b>

**Standards Map for Program 4 Intensive Intervention ELA, Grades Four Through Eight**  
**California Common Core State Standards for English Language Arts**

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
	<b>LITERATURE</b>	
	<b>Key Ideas and Details</b>	
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<b>Level 1:</b> <a href="#">Unit 9, Lesson 1, p. 201</a> <a href="#">Unit 9, Lesson 8, pp. 265–267</a> <a href="#">Unit 12, Lesson 1, p. 475</a> <a href="#">Writing Project: Compare and Contrast Fairy Tales, Lesson 1, pp. 1–3</a>  <b>Level 2:</b> <a href="#">Unit 1, Lesson 1, pp. 11–16</a> <a href="#">Unit 3, Lesson 10, p. 272</a> <a href="#">Unit 8, Lesson 7, pp. 163–164</a>
RL.1.3	Describe characters, settings, and major events in a story, using key details.	<b>Level 1:</b> <a href="#">Unit 9, Lesson 2, pp. 207–208</a> <a href="#">Unit 9, Lesson 7, pp. 246–250</a>  <b>Level 2:</b> <a href="#">Unit 8, Lesson 3, pp. 113–117</a>
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>Level 1:</b> <a href="#">Unit 9, Lesson 5, pp. 233–235</a> <a href="#">Unit 9, Lesson 7, pp. 246–250</a> <a href="#">Unit 12, Lesson 5, pp. 500–512</a>  <b>Level 2:</b> <a href="#">Unit 1, Lesson 4, pp. 31–36</a> <a href="#">Unit 3, Lesson 4, pp. 198–205</a>
RL.3.2	Recount stories, including fables, folktales, and myths from	<b>Level 1:</b>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
	diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	<a href="#">Unit 3, Lesson 7, p. 210</a> <a href="#">Unit 9, Lesson 2, pp. 207–208</a> <a href="#">Unit 12, Lesson 7, p. 539</a> <a href="#">Unit 12, Lesson 10, p. 581</a>  <b>Level 2:</b> <a href="#">Unit 8, Lesson 5, p. 134</a> <a href="#">Unit 8, Lesson 7, p. 160</a>
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<b>Level 1:</b> <a href="#">Unit 9, Lesson 7, p. 250</a> <a href="#">Unit 12, Lesson 5, pp. 509–512</a> <a href="#">Unit 12, Lesson 7, pp. 540–541</a>  <b>Level 2:</b> <a href="#">Unit 3, Lesson 5, pp. 207–208</a> <a href="#">Unit 12, Lesson 4, pp. 501–508</a>
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>Level 1:</b> <a href="#">Unit 9, Lesson 5, pp. 233–235</a> <a href="#">Unit 9, Lesson 7, p. 250</a>  <b>Level 2:</b> <a href="#">Unit 3, Lesson 3, pp. 194–195</a> <a href="#">Unit 9, Lesson 9, pp. 263–275</a>
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>Level 2:</b> <a href="#">Unit 8, Lesson 3, pp. 113–116</a> <a href="#">Unit 12, Lesson 5, p. 511</a> <a href="#">Unit 12, Lesson 8, pp. 531–535</a> <a href="#">Writing Project: Compare and Contrast Fiction and Nonfiction, Lesson 1, pp. 8–9</a>
RL.5.2	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;	<b>Level 1:</b> <a href="#">Writing Project: Thematic Literature, Lesson 2, pp. 8–10</a>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
	summarize the text.	<b>Level 2:</b> <a href="#">Unit 2, Lesson 7, pp. 138–141</a> <a href="#">Unit 3, Lesson 9, pp. 253–268</a> <a href="#">Unit 8, Lesson 5, pp. 132–135</a> <a href="#">Unit 8, Lesson 7, pp. 161–164</a>
RL.5.3	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).	<b>Level 2:</b> <a href="#">Unit 2, Lesson 4, pp. 112–117</a> <a href="#">Unit 7, Lesson 3, pp. 25–30</a> <a href="#">Unit 12, Lesson 3, pp. 495–498</a>
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>Level 2:</b> <a href="#">Unit 3, Lesson 3, pp. 193–195</a> <a href="#">Unit 8, Lesson 3, pp. 113–118</a> <a href="#">Unit 8, Lesson 5, p. 132</a>
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<b>Level 2:</b> <a href="#">Unit 3, Lesson 10, pp. 271–272</a> <a href="#">Unit 8, Lesson 5, pp. 133–136</a> <a href="#">Unit 8, Lesson 7, pp. 160–164</a> <a href="#">Writing Project: Literary Analysis, Lesson 1, pp. 3–10</a>
RL.6.3	Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	<b>Level 2:</b> <a href="#">Unit 2, Lesson 1, pp. 87–93</a> <a href="#">Unit 2, Lesson 3, pp. 106–11</a> <a href="#">Unit 3, Lesson 5, p. 209</a> <a href="#">Unit 7, Lesson 3, pp. 25–30</a>
RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	<b>Level 2:</b> <a href="#">Unit 8, Lesson 5, pp. 135–136</a> <a href="#">Unit 9, Lesson 10, pp. 278–280</a> <a href="#">Unit 11, Lesson 3, pp. 407–410</a>
RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<b>Level 2:</b> <a href="#">Unit 2, Lesson 3, pp. 106–109</a> <a href="#">Unit 2, Lesson 8, pp. 142–146</a>

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		<a href="#">Unit 9, Lesson 9, pp. 263–274</a> <a href="#">Unit 12, Lesson 8, pp. 531–535</a>
RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	<b>Level 2:</b> <a href="#">Unit 8, Lesson 5, pp. 134–136</a> <a href="#">Unit 11, Lesson 9, p. 457</a> <a href="#">Unit 12, Lesson 3, pp. 495–498</a> <a href="#">Unit 12, Lesson 8, pp. 531–535</a> <a href="#">Writing Project: Narrative, Lesson 2, pp. 4–7</a>
RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	<b>Level 2:</b> <a href="#">Unit 2, Lesson 3, pp. 106–109</a> <a href="#">Unit 2, Lesson 4, pp. 110–117</a> <a href="#">Unit 3, Lesson 8, pp. 247–251</a> <a href="#">Unit 3, Lesson 9, pp. 255–268</a> <a href="#">Unit 12, Lesson 8, pp. 531–535</a> <a href="#">Unit 12, Lesson 9, pp. 538–542</a> <a href="#">Writing Project: Narrative, Lesson 7, pp. 20–22</a>
	<b>Craft and Structure</b>	
RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	<b>Level 1:</b> <a href="#">Unit 2, Lesson 1, p. 80</a> <a href="#">Unit 3, Lesson 1, p. 160</a> <a href="#">Unit 6, Lesson 1, pp. 398–399</a> <a href="#">Unit 7, Lesson 1, p. 7</a>
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4–6 for additional expectations.) CA	<b>Level 1:</b> <a href="#">Unit 7, Lesson 1, p. 16</a> <a href="#">Unit 7, Lesson 7, pp. 72–76</a>  <b>Level 2:</b> <a href="#">Unit 2, Lesson 7, pp. 138–141</a> <a href="#">Unit 2, Lesson 9, pp. 150–151</a>
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the	<b>Level 1:</b> <a href="#">Unit 12, Lesson 7, pp. 522, 540–541</a>

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	action.	<a href="#">Writing Project: Basic Paragraph, Lesson 1, p. 5</a>  <b>Level 2:</b> <a href="#">Unit 8, Lesson 5, p. 135</a> <a href="#">Writing Project: Narrative, Lesson 1, pp.1–3</a> <a href="#">Lesson 2, pp. 4–7</a>
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	<b>Level 1:</b> <a href="#">Unit 7, Lesson 1, p. 16</a> <a href="#">Unit 7, Lesson 7, p. 72</a> <a href="#">Unit 11, Lesson 8, pp. 436, 438–439</a> <a href="#">Writing Project: Compare and Contrast Fairy Tales, Lesson 1, pp. 9–11</a>  <b>Level 2:</b> <a href="#">Unit 2, Lesson 6, p. 125</a>
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.	<b>Level 1:</b> <a href="#">Unit 9, Lesson 9, p. 269</a> <a href="#">Unit 10, Lesson 8, pp. 355–356</a>  <b>Level 2:</b> <a href="#">Unit 3, Lesson 9, p. 266</a> <a href="#">Unit 4, Lesson 3, pp. 302–303</a>
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	<b>Level 1:</b> <a href="#">Unit 7, Lesson 1, p. 16</a> <a href="#">Unit 7, Lesson 7, p. 71</a>  <b>Level 2:</b> <a href="#">Unit 3, Lesson 7, pp. 240–241</a> <a href="#">Unit 3, Lesson 9, p. 268</a>
RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and	<b>Level 1:</b> <a href="#">Unit 10, Lesson 8, pp. 352–354</a>



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	third-person narrations.	<a href="#">Unit 11, Lesson 8, pp. 435–436</a>  <b>Level 2:</b> <a href="#">Unit 2, Lesson 7, pp. 137–138</a> <a href="#">Unit 11, Lesson 8, p. 449</a>
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. <b>(See grade 5 Language standards 4–6 for additional expectations.) CA</b>	<b>Level 1:</b> <a href="#">Unit 7, Lesson 7, pp. 71–76</a> <a href="#">Unit 8, Lesson 8, pp. 155–161</a> <a href="#">Unit 10, Lesson 3, pp. 308–310</a>  <b>Level 2:</b> <a href="#">Unit 5, Lesson 1, p. 365</a> <a href="#">Unit 8, Lesson 4, pp. 121–129</a> <a href="#">Unit 8, Lesson 9, pp. 171–186</a> <a href="#">Unit 11, Lesson 4, pp. 413–420</a>
RL.5.6	Describe how a narrator’s or speaker’s point of view influences how events are described.	<b>Level 1:</b> <a href="#">Unit 10, Lesson 8, pp. 353–356</a> <a href="#">Unit 10, Lesson 10, p. 367</a>  <b>Level 2:</b> <a href="#">Unit 2, Lesson 6, pp. 124–125, 132–133</a> <a href="#">Unit 3, Lesson 8, pp. 251–252</a>
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. <b>(See grade 6 Language standards 4–6 for additional expectations.) CA</b>	<b>Level 2:</b> <a href="#">Unit 2, Lesson 3, pp. 194, 267</a> <a href="#">Unit 4, Lesson 4, pp. 33–38</a> <a href="#">Unit 8, Lesson 4, pp. 121, 129</a>
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	<b>Level 2:</b> <a href="#">Unit 2, Lesson 7, pp. 138–139</a> <a href="#">Unit 3, Lesson 8, p. 250</a> <a href="#">Unit 3, Lesson 9, pp. 266, 268</a>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
		<a href="#">Unit 7, Lesson 1, pp. 11–15</a> <a href="#">Unit 7, Lesson 3, pp. 33–38</a> <a href="#">Unit 12, Lesson 7, pp. 528–530</a>
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.	<b>Level 2:</b> <a href="#">Unit 2, Lesson 7, pp. 138–141</a> <a href="#">Unit 2, Lesson 8, p. 145</a> <a href="#">Unit 3, Lesson 9, pp. 257, 266, 268</a> <a href="#">Unit 7, Lesson 1, pp. 5–6</a> <a href="#">Unit 8, Lesson 1, p. 100</a> <a href="#">Unit 8, Lesson 5, pp. 132–136</a> <a href="#">Unit 8, Lesson 6, p. 139</a>
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. <b>(See grade 7 Language standards 4–6 for additional expectations.) CA</b>	<b>Level 2:</b> <a href="#">Unit 2, Lesson 7, p. 139</a> <a href="#">Unit 2, Lesson 9, pp. 150–151</a> <a href="#">Unit 8, Lesson 9, pp. 171–183</a>
RL.7.5	Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	<b>Level 2:</b> <a href="#">Unit 2, Lesson 6, pp. 123–124, 132–133</a> <a href="#">Unit 2, Lesson 7, pp. 138–141</a> <a href="#">Unit 3, Lesson 7, pp. 240–241, 245</a> <a href="#">Unit 3, Lesson 8, pp. 250–251</a> <a href="#">Unit 8, Lesson 7, p. 160</a> <a href="#">Unit 8, Lesson 9, p. 176</a>
RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	<b>Level 2:</b> <a href="#">Unit 2, Lesson 7, p. 139</a> <a href="#">Unit 3, Lesson 7, pp. 240, 245</a> <a href="#">Unit 9, Lesson 10, p. 284</a>
RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	<b>Level 2:</b> <a href="#">Unit 7, Lesson 4, pp. 35–38</a> <a href="#">Unit 9, Lesson 9, pp. 273–274, 284</a>

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		<a href="#">Unit 9, Lesson 10, p. 284</a> <a href="#">Unit 12, Lesson 8, p. 534</a> <a href="#">Unit 12, Lesson 9, pp. 532–542</a>
	<b>Integration of Knowledge &amp; Ideas</b>	
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	<b>Level 1:</b> <a href="#">Unit 9, Lesson 8, pp. 251–252, 265–267</a> <a href="#">Writing Project: Compare and Contrast Fairy Tales, Lesson 1, pp. 10–11</a> <a href="#">Writing Project: Compare and Contrast Fairy Tales, Lesson 2, pp. 15–16</a> <a href="#">Writing Project: Thematic Literature, Lesson 1, pp. 1–5</a>  <b>Level 2:</b> <a href="#">Unit 2, Lesson 4, p. 117</a> <a href="#">Unit 3, Lesson 8, pp. 250–251</a>
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<b>Level 1:</b> <a href="#">Unit 9, Lesson 1, pp. 191–192</a> <a href="#">Unit 9, Lesson 8, p. 262</a> <a href="#">Unit 10, Lesson 8, p. 353</a> <a href="#">Unit 11, Lesson 8, p. 437</a>  <b>Level 2:</b> <a href="#">Unit 3, Lesson 1, p. 164</a> <a href="#">Unit 3, Lesson 6, pp. 213–214</a> <a href="#">Unit 7, Lesson 1, p. 6</a> <a href="#">Unit 8, Lesson 1, p. 86</a> <a href="#">Unit 9, Lesson 1, pp. 233–234</a> <a href="#">Unit 9, Lesson 8, pp. 261–267</a>
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	<b>Level 1:</b> <a href="#">Unit 9, Lesson 8, pp. 256–267</a> <a href="#">Writing Project: Compare Contrast Fairy Tales, Lesson 1, pp. 1–5</a> <a href="#">Lesson 2, pp. 6–10</a>  <b>Level 2:</b>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
		<a href="#">Writing Project: Literary Analysis, Lesson 2, pp. 15–16</a>
RL.3.7	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	<b>Level 1:</b> <a href="#">Unit 9, Lesson 8, p. 252</a>  <b>Level 2:</b> <a href="#">Unit 7, Lesson 1, p. 6</a> <a href="#">Unit 9, Lesson 7, pp. 252, 255, 257</a> <a href="#">Unit 9, Lesson 8, pp. 261–262</a>
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	<b>Level 1:</b> <a href="#">Unit 10, Lesson 9, p. 358</a> <a href="#">Unit 11, Lesson 8, p. 436</a>  <b>Level 2:</b> <a href="#">Unit 1, Lesson 5, p. 40</a> <a href="#">Unit 2, Lesson 6, pp. 132–133</a> <a href="#">Unit 3, Lesson 8, pp. 247–248, 252</a> <a href="#">Unit 9, Lesson 6, pp. 243–244</a> <a href="#">Unit 9, Lesson 7, pp. 252, 255, 257</a>
RL.4.9	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.	<b>Level 1:</b> <a href="#">Unit 9, Lesson 8, pp. 265–267</a> <a href="#">Writing Project: Compare and Contrast Fairy Tales, Lesson 1, pp. 1–5; Lesson 2, pp. 6–10</a> <a href="#">Writing Project: Thematic Literature, Lesson 1, pp. 1–3, 9–11; Lesson 10, pp. 40–41</a>  <b>Level 2:</b> <a href="#">Unit 8, Lesson 10, p. 190</a> <a href="#">Unit 11, Lesson 10, pp. 460–466</a> <a href="#">Writing Project: Narrative, Lesson 1, pp. 2–3</a> <a href="#">Writing Project: Compare and Contrast Thematic Literature, Lesson 1,</a>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
		<a href="#">pp. 1–3, 7, 8–9; Lesson 2, pp. 11–16</a> <a href="#">Writing Project: Literary Analysis, Lesson 2, pp. 15–16; Lesson 3, pp. 19–20</a>
RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	<b>Level 1:</b> <a href="#">Writing Project: Compare and Contrast Fairy Tales, Lesson 1, pp. 1–5; Lesson 2, pp. 6–10</a> <a href="#">Writing Project: Thematic Literature, Lesson 1, pp. 1–3, 9–11; Lesson 10, pp. 40–41</a>  <b>Level 2:</b> <a href="#">Unit 3, Lesson 7, pp. 245–246</a> <a href="#">Unit 3, Lesson 8, pp. 250–252</a> <a href="#">Unit 9, Lesson 10, pp. 283–285</a>
RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	<b>Level 1:</b> <a href="#">Unit 9, Lesson 8, pp. 256–257</a> <a href="#">Unit 12, Lesson 8, pp. 545–546</a> <a href="#">Unit 12, Lesson 9, pp. 553–556</a> <a href="#">Writing Project: Compare and Contrast Fairy Tales, Lesson 1, pp. 1–5; Lesson 2, pp. 6–10</a>  <b>Level 2:</b> <a href="#">Unit 9, Lesson 10, pp. 284–285</a> <a href="#">Writing Project: Compare and Contrast Thematic Literature, Lesson 1, pp. 1–2, 3, 9, 15; Lesson 2, pp. 16–17</a> <a href="#">Writing Project: Literary Analysis, Lesson 3, pp. 17–20</a>
	<b>Range of Reading &amp; Level of Complexity</b>	
RL.1.10a	With prompting and support, read prose and poetry of appropriate complexity for grade 1.  <b>Activate prior knowledge related to the information and events in a text. CA</b>	<b>Level 1:</b> <a href="#">Unit 7, Lesson 1, p. 16</a> <a href="#">Unit 7, Lesson 5, p. 50</a> <a href="#">Unit 7, Lesson 7, p. 76</a>

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		<b>Level 2:</b> <a href="#">Unit 2, Lesson 6, p. 24</a> <a href="#">Unit 3, Lesson 1, p. 179</a> <a href="#">Unit 7, Lesson 1, p. 5</a> <a href="#">Unit 8, Lesson 1, p. 85</a>
RL.1.10b	With prompting and support, read prose and poetry of appropriate complexity for grade 1. <b>Confirm predictions about what will happen next in a text. CA</b>	<b>Level 1:</b> <a href="#">Unit 9, Lesson 1, pp. 190–191</a> <a href="#">Unit 10, Lesson 8, p. 351</a> <a href="#">Unit 12, Lesson 10, pp. 460–461</a>  <b>Level 2:</b> <a href="#">Unit 3, Lesson 1, p. 179</a> <a href="#">Unit 12, Lesson 6, p. 524</a>
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	<b>Level 1:</b> <a href="#">Unit 9, Lesson 1, Student Book, pp. 101–104</a> <a href="#">Unit 9, Lesson 5, Student Book pp. 118–121</a> <a href="#">Unit 9, Lesson 7, Student Book pp. 129–131</a>
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>Level 1:</b> <a href="#">Unit 9, Lesson 8, Student Book pp. 132–145</a>  <b>Level 2:</b> <a href="#">Unit 1, Lesson 1, Student Book pp. 3–6</a> <a href="#">Unit 2, Lesson 1, Student Book pp. 37–40</a> <a href="#">Unit 3, Lesson 1, Student Book pp. 74–81</a>
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	<b>Level 1:</b> <a href="#">Unit 10, Lesson 8, Student Book p. 197</a> <a href="#">Unit 12: Lesson 1, Student Book pp. 257–264</a>  <b>Level 2:</b> <a href="#">Unit 3, Lesson 6, Student Book pp. 101–117</a> <a href="#">Unit 9, Lesson 6, Student Book pp. 143–203</a>

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		<a href="#">Unit 9, Lesson 9, Student Book pp. 211–241</a> <a href="#">Unit 11, Lesson 6, Student Book pp. 327–331</a> <a href="#">Unit 12, Lesson 1, Student Book pp. 349–356</a>
RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>Level 2:</b> <a href="#">Unit 7, Lesson 1, Student Book pp. 5–7</a> <a href="#">Unit 11, Lesson 1, Student Book pp. 299–306</a> <a href="#">Unit 12, Lesson 6, Student Book pp. 379–383</a>
	<b>INFORMATIONAL TEXT</b>	
	<b>Key Ideas and Details</b>	
RI.1.2	Identify the main topic and retell key details of a text.	<b>Level 1:</b> Basic Instruction, Sentence Level: <a href="#">Unit 1, Lesson 8, pp. 58–62</a> Text Level: <a href="#">Unit 1, Lesson 9, pp. 68–70</a> Text Level: <a href="#">Unit 3, Lesson 9, pp. 222–225</a> Text Level: <a href="#">Unit 5, Lesson 10, p. 388</a> Text Level: <a href="#">Unit 7, Lesson 10, p. 98</a>  <b>Level 2:</b> <a href="#">Unit 1, Lesson 6, p. 51</a> <a href="#">Unit 1, Lesson 10, pp. 71–72</a> <a href="#">Unit 6, Lesson 5, p. 438</a> <a href="#">Writing Project: Informational, Lesson 1, pp. 2–6</a> <a href="#">Writing Project: Informational, Lesson 2, pp. 7–8</a>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<b>Level 1:</b> <a href="#">Unit 8, Lesson 5, pp. 133–135</a> <a href="#">Unit 10, Lesson 5, pp. 329–331</a> <a href="#">Unit 11, Lesson 5, pp. 415–416</a> <a href="#">Unit 12, Lesson 4, pp. 494–499</a>  <b>Level 2:</b> <a href="#">Writing Project: Informational, Lesson 1, pp. 2–6; Lesson 2, pp. 7–8</a>
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	<b>Level 1:</b> <a href="#">Unit 1, Lesson 7, pp. 52–55</a> <a href="#">Unit 1, Lesson 9, pp. 68–70</a> <a href="#">Unit 1, Lesson 10, pp. 71–73</a> <a href="#">Unit 2, Lesson 7, pp. 129–136</a> <a href="#">Unit 3, Lesson 9, pp. 222–225</a>
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>Level 1:</b> <a href="#">Unit 1, Lesson 5, pp. 38–41</a> <a href="#">Unit 2, Lesson 5, pp. 120–122</a> <a href="#">Unit 3, Lesson 5, pp. 192–199</a> <a href="#">Unit 5, Lesson 5, pp. 348–352</a> <a href="#">Unit 10, Lesson 5, pp. 298–299</a>  <b>Level 2:</b> <a href="#">Unit 6, Lesson 1, pp. 461–465</a> <a href="#">Unit 6, Lesson 4, pp. 484–489</a>
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	<b>Level 1:</b> <a href="#">Unit 2, Lesson 9, pp. 149–150; Lesson 10, p. 153</a> <a href="#">Unit 4, Lesson 9, pp. 298–299; Lesson 10, p. 203</a> <a href="#">Unit 5, Lesson 10, pp. 387–390</a> <a href="#">Unit 11, Lesson 4, pp. 406–409</a>



Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>Level 1:</b> <a href="#">Unit 10, Lesson 5, pp. 329–331</a> <a href="#">Unit 11, Lesson 3, pp. 400–403</a> <a href="#">Unit 12, Lesson 3, pp. 489–492</a>  <b>Level 2:</b> <a href="#">Unit 4, Lesson 7, pp. 335–338</a> <a href="#">Unit 4, Lesson 8, pp. 341–345</a> <a href="#">Unit 4, Lesson 9, pp. 348–352</a> <a href="#">Unit 10, Lesson 3, pp. 314–317</a> <a href="#">Writing Project: Informational, Lesson 1, pp. 2–6</a> <a href="#">Writing Project: Informational, Lesson 2, pp. 7–8</a>
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<b>Level 1:</b> <a href="#">Unit 1, Lesson 10, pp. 71–74</a> <a href="#">Unit 3, Lesson 9, pp. 222–225</a> <a href="#">Unit 3, Lesson 10, pp. 227–332</a>  <b>Level 2:</b> <a href="#">Unit 1, Lesson 6, p. 51</a>
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	<b>Level 1:</b> <a href="#">Unit 8, Lesson 4, pp. 139–142</a> <a href="#">Unit 10, Lesson 4, pp. 223–226</a> <a href="#">Writing Projects: Firsthand and Secondhand Accounts, Lessons 1–2, pp. 1–8, 9–15; Lesson 4, pp. 19–22</a>  <b>Level 2:</b> <a href="#">Unit 6, Lesson 8, pp. 522–527</a> <a href="#">Unit 6, Lesson 9, pp. 540–541</a> <a href="#">Writing Project: Informational, Lesson 1, pp. 2–6</a> <a href="#">Writing Project: Informational, Lesson 2, pp. 7–8</a>
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>Level 1:</b> <a href="#">Unit 9, Lesson 3, p. 219</a>

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		<a href="#">Unit 9, Lesson 4, pp. 223–226</a> <a href="#">Unit 10, Lesson 8, pp. 356–357</a>  <b>Level 2:</b> <a href="#">Unit 6, Lesson 10, p. 547</a> <a href="#">Writing Project: Argument, Lesson 5, pp. 17–18</a>
RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	<b>Level 2:</b> <a href="#">Unit 6, Lesson 9, pp. 540–541</a> <a href="#">Unit 10, Lesson 3, pp. 313–316</a> <a href="#">Writing Project: Cause and Effect, Lesson 1, pp. 1–3</a> <a href="#">Writing Project: Cause and Effect, Lesson 2, pp. 4–8</a> <a href="#">Writing Project: Cause and Effect, Lesson 3, pp. 9–11</a>
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>Level 1:</b> <a href="#">Unit 9, Lesson 3, p. 219</a> <a href="#">Unit 12, Lesson 4, pp. 494–499</a>  <b>Level 2:</b> <a href="#">Unit 4, Lesson 8, pp. 342–344</a> <a href="#">Unit 5, Lesson 3, pp. 394–397</a> <a href="#">Unit 5, Lesson 7, pp. 423–427</a> <a href="#">Unit 5, Lesson 8, pp. 430–432</a> <a href="#">Unit 7, Lesson 7, pp. 57–60</a> <a href="#">Unit 10, Lesson 7, pp. 349–352</a>
RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<b>Level 2:</b> <a href="#">Unit 4, Lesson 3, pp. 302–303</a> <a href="#">Unit 4, Lesson 7, pp. 334–335</a> <a href="#">Unit 5, Lesson 3, pp. 393–394</a> <a href="#">Writing Project: Informational, Lesson 1, pp. 3–6</a> <a href="#">Writing Project: Argument, Lesson 1, pp. 1–8</a>
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through	<b>Level 2:</b> <a href="#">Unit 6, Lesson 9, pp. 530–540</a>

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	examples or anecdotes).	<a href="#">Unit 9, Lesson 4, pp. 229–236</a> <a href="#">Unit 10, Lesson 9, pp. 360–362</a>
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	<b>Level 2:</b> <a href="#">Unit 5, Lesson 9, pp. 436–440</a> <a href="#">Unit 6, Lesson 5, p. 492</a> <a href="#">Unit 6, Lesson 9, pp. 540–541</a> <a href="#">Unit 10, Lesson 3, pp. 315–317</a>
RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<b>Level 2:</b> <a href="#">Unit 6, Lesson 3, pp. 477–481</a> <a href="#">Unit 6, Lesson 5, p. 492</a> <a href="#">Unit 6, Lesson 8, pp. 522–527</a> <a href="#">Unit 7, Lesson 7, pp. 57–60</a>
RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	<b>Level 2:</b> <a href="#">Unit 4, Lesson 3, pp. 302–303</a> <a href="#">Unit 4, Lesson 7, pp. 334–335</a> <a href="#">Unit 5, Lesson 3, pp. 393–394</a> <a href="#">Unit 7, Lesson 8, p. 65</a> <a href="#">Writing Project: Informational, Lesson 1, pp. 3–6</a> <a href="#">Writing Project: Argument, Lesson 1, pp. 1–8</a>
	<b>Craft and Structure</b>	
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <b>(See grade 1 Language standards 4–6 for additional expectations.) CA</b>	<b>Level 1:</b> <a href="#">Unit 1, Lesson 3, pp. 23–24</a> <a href="#">Unit 3, Lesson 5, pp. 191–192</a> <a href="#">Unit 10, Lesson 4, p. 318</a>  <b>Level 2:</b> <a href="#">Unit 1, Lesson 9, pp. 63–68</a> <a href="#">Unit 10, Lesson 9, pp. 358–366</a> <a href="#">Unit 10, Lesson 10, pp. 368–369</a>
RI.1.5	Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic	<b>Level 1:</b> <a href="#">Unit 1, Lesson 1, p. 6</a>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
	menus, icons) to locate key facts or information in a text. CA	<a href="#">Unit 2, Lesson 9, pp. 149–150</a> <a href="#">Unit 5, Lesson 5, pp. 317–318</a>  <b>Level 2:</b> <a href="#">Unit 1, Lesson 6, pp. 43–51</a> <a href="#">Unit 1, Lesson 8, p. 62</a> <a href="#">Unit 9, Lesson 1, pp. 200–201</a>
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<b>Level 1:</b> <a href="#">Unit 7, Lesson 8, pp. 89–90</a> <a href="#">Unit 8, Lesson 4, p. 141</a> <a href="#">Unit 10, Lesson 7, p. 350</a>  <b>Level 2:</b> <a href="#">Unit 6, Lesson 1, p. 465</a>
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	<b>Level 1:</b> <a href="#">Unit 2, Lesson 9, pp. 149–150</a> <a href="#">Unit 5, Lesson 5, pp. 317–318</a> <a href="#">Unit 8, Lesson 1, pp. 115–116</a> <a href="#">Unit 10, Lesson 7, p. 350</a> <a href="#">Unit 11, Lesson 1, p. 379</a>  <b>Level 2:</b> <a href="#">Unit 9, Lesson 1, pp. 220–201</a> <a href="#">Writing Project: Informational, Lesson 2, pp. 7–8</a>
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<b>Level 1:</b> <a href="#">Unit 1, Lesson 10, pp. 74–75</a> <a href="#">Unit 5, Lesson 10, pp. 393–394</a> <a href="#">Unit 6, Lesson 10, p. 473</a> <a href="#">Writing Project: Shared Scientific Research, Lesson 3, p. 16</a> <a href="#">Writing Project: Problem and Solution, Lesson 1, pp. 4–10</a> <a href="#">Writing Project: Career Documents, Lesson 2, pp. 9–11</a>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
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	<b>Level 1:</b> <a href="#">Unit 3, Lesson 7, pp. 212–213</a> <a href="#">Unit 4, Lesson 2, pp. 249–250</a> <a href="#">Unit 5, Lesson 7, pp. 363–370</a>
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<b>Level 1:</b> <a href="#">Unit 3, Lesson 1, pp. 162, 167</a> <a href="#">Unit 3, Lesson 5, p. 197</a> <a href="#">Unit 4, Lesson 1, p. 240</a> <a href="#">Unit 10, Lesson 7, p. 350</a>  <b>Level 2:</b> <a href="#">Unit 10, Lesson 8, pp. 354–356</a> <a href="#">Writing Project: Compare and Contrast Fiction and Nonfiction, Lesson 2, pp. 11–12</a>
RI.3.6	Distinguish their own point of view from that of the author of a text.	<b>Level 1:</b> <a href="#">Unit 5, Lesson 10, p. 394</a> <a href="#">Unit 6, Lesson 8, p. 461</a>  <b>Level 2:</b> <a href="#">Unit 7, Lesson 6, p. 52</a> <a href="#">Unit 10, Lesson 1, p. 301</a> <a href="#">Unit 10, Lesson 6, p. 346</a>
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	<b>Level 1:</b> <a href="#">Unit 7, Lesson 7, pp. 66–71</a> <a href="#">Unit 8, Lesson 7, pp. 160–165</a>  <b>Level 2:</b> <a href="#">Unit 7, Lesson 9, pp. 67–71</a>
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	<b>Level 1:</b> <a href="#">Unit 2, Lesson 3, p. 107</a> <a href="#">Unit 2, Lesson 10, p. 149</a>

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		<a href="#">Unit 6, Lesson 9, pp. 463–465</a> <a href="#">Writing Project: Problem and Solution, Lesson 1, pp. 1–10</a>  <b>Level 2:</b> <a href="#">Writing Project: Cause and Effect, Lesson 1, pp. 1–3</a> <a href="#">Writing Project: Cause and Effect, Lesson 3, pp. 9–11</a>
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<b>Level 1:</b> <a href="#">Unit 10, Lesson 8, pp. 355–357</a> <a href="#">Unit 11, Lesson 8, pp. 435–440</a> <a href="#">Writing Project: Firsthand and Secondhand Accounts, Lesson 4, pp. 24–25</a>  <b>Level 2:</b> <a href="#">Unit 5, Lesson 10, pp. 443–447</a>
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. <b>(See grade 5 Language standards 4–6 for additional expectations.) CA</b>	<b>Level 1:</b> <a href="#">Unit 6, Lesson 7, pp. 447–452</a>  <b>Level 2:</b> <a href="#">Unit 10, Lesson 49, pp. 359–366</a>
RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	<b>Level 1:</b> <a href="#">Unit 6, Lesson 9, pp. 463–465</a> <a href="#">Writing Project: Problem and Solution, Lesson 2, pp. 11–16</a>
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<b>Level 1:</b> <a href="#">Unit 7, Lesson 9, pp. 91–92</a> <a href="#">Unit 8, Lesson 10, pp. 179–182</a>  <b>Level 2:</b> <a href="#">Unit 5, Lesson 10, pp. 443–447</a> <a href="#">Unit 10, Lesson 9, pp. 366–367</a>
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. <b>(See grade 6 Language standards 4–6 for additional expectations.)</b>	<b>Level 2:</b> <a href="#">Unit 4, Lesson 4, pp. 311–315</a>

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	CA	<a href="#">Unit 4, Lesson 9, pp. 348–352</a> <a href="#">Unit 6, Lesson 9, pp. 530–540</a> <a href="#">Unit 10, Lesson 9, pp. 359–365</a>
RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. a. Analyze the use of text features (e.g., graphics, headers, captions) in popular media. CA	<b>Level 1:</b> <a href="#">Unit 5, Lesson 7, pp. 365–370</a> <a href="#">Unit 7, Lesson 7, pp. 67–71</a> <a href="#">Unit 7, Lesson 8, pp. 78–82, 89–90</a>  <b>Level 2:</b> <a href="#">Unit 1, Lesson 9, pp. 65–68</a> <a href="#">Unit 5, Lesson 9, pp. 435–439</a> <a href="#">Writing Project: Informational, Lesson 1, pp. 3–4</a> <a href="#">Writing Project: Informational, Lesson 2, pp. 7–8</a>
RI.6.6	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	<b>Level 1:</b> <a href="#">Unit 6, Lesson 8, p. 461</a> <a href="#">Unit 7, Lesson 8, pp. 77–90</a> <a href="#">Unit 7, Lesson 9, pp. 91–92</a>  <b>Level 2:</b> <a href="#">Unit 5, Lesson 9, pp. 437, 440</a> <a href="#">Unit 7, Lesson 6, p. 52</a> <a href="#">Unit 9, Lesson 5, p. 240</a> <a href="#">Writing Project: Career Documents, Lesson 2, pp. 9–11</a>
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4–6 for additional expectations.) CA	<b>Level 1:</b> <a href="#">Unit 6, Lesson 8, pp. 456–460</a>  <b>Level 2:</b> <a href="#">Unit 9, Lesson 4, pp. 227–235</a> <a href="#">Unit 10, Lesson 4, pp. 318–327</a>
RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	<b>Level 1:</b> <a href="#">Unit 2, Lesson 8, pp. 141–142</a> <a href="#">Unit 4, Lesson 2, p. 254–257</a>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
	Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials. CA	<a href="#">Unit 7, Lesson 8, pp. 78–82, 89–90</a>  <b>Level 2:</b> <a href="#">Unit 5, Lesson 9, p. 436</a> <a href="#">Writing Project: Cause and Effect, Lesson 3, pp. 9–10</a>
RI.8.6	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	<b>Level 2:</b> <a href="#">Unit 6, Lesson 9, pp. 530–540</a> <a href="#">Unit 7, Lesson 8, pp. 62–64</a> <a href="#">Unit 7, Lesson 9, pp. 68–71</a> <a href="#">Unit 9, Lesson 9, pp. 228–235</a> <a href="#">Unit 10, Lesson 9, pp. 360–366</a>
	<b>Integration of Knowledge and Ideas</b>	
RI.1.8	Identify the reasons an author gives to support points in a text.	<b>Level 1:</b> <a href="#">Unit 5, Lesson 7, pp. 364–370</a> <a href="#">Unit 7, Lesson 8, pp. 77–90</a> <a href="#">Unit 12, Lesson 3, pp. 489–492</a> <a href="#">Unit 12, Lesson 4, pp. 494–499</a> <a href="#">Writing Project: Argument, Lesson 1, pp. 7–8, 10–11</a>
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<b>Level 1:</b> <a href="#">Unit 7, Lesson 9, pp. 91–92</a> <a href="#">Unit 8, Lesson 8, p. 168</a> <a href="#">Writing Project: Shared Scientific Research, Lesson 3, p. 16</a> <a href="#">Writing Project: Problem and Solution, Lesson 2, pp. 11–16</a> <a href="#">Writing Project: Firsthand and Secondhand Accounts, Lesson 3, pp. 16–18</a> <a href="#">Writing Project: Argument, Lesson 1, p. 11</a>  <b>Level 2:</b> <a href="#">Writing Project: Argument, Lesson 1, pp. 7–8</a>
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<b>Level 1:</b> <a href="#">Unit 7, Lesson 8, pp. 77–90</a>



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		<a href="#">Unit 8, Lesson 8, p. 168</a> <a href="#">Unit 10, Lesson 7, p. 350</a> <a href="#">Unit 10, Lesson 8, p. 357</a> <a href="#">Unit 11, Lesson 1, p. 382</a> <a href="#">Writing Project: Shared Scientific Research, Lesson 1, p. 3</a>  <b>Level 2:</b> <a href="#">Unit 6, Lesson 1, p. 465</a>
RI.2.8	Describe how reasons support specific points the author makes in a text.	<b>Level 1:</b> <a href="#">Unit 7, Lesson 8, pp. 77–90</a> <a href="#">Unit 12, Lesson 3, pp. 489–492</a> <a href="#">Unit 12, Lesson 4, pp. 494–499</a> <a href="#">Writing Project: Argument, Lesson 1, pp. 7–8, 10–11</a>  <b>Level 2:</b> <a href="#">Unit 6, Lesson 8, pp. 525–527</a> <a href="#">Unit 10, Lesson 7, pp. 349–352</a> <a href="#">Writing Project: Career Documents, Lesson 2, pp. 9–11</a>
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	<b>Level 1:</b> <a href="#">Unit 2, Lesson 8, pp. 141–143</a> <a href="#">Unit 4, Lesson 7, pp. 284–288</a> <a href="#">Unit 5, Lesson 7, pp. 364–370</a> <a href="#">Unit 7, Lesson 7, pp. 68–71</a> <a href="#">Unit 8, Lesson 7, pp. 161–165</a> <a href="#">Unit 10, Lesson 7, pp. 346–349</a> <a href="#">Unit 11, Lesson 7, pp. 429–434</a>  <b>Level 2:</b> <a href="#">Unit 6, Lesson 9, pp. 540–541</a> <a href="#">Writing Project: Cause and Effect, Lesson 1, p. 3</a> <a href="#">Writing Project: Cause and Effect, Lesson 2, pp. 5–7</a>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	<b>Level 1:</b> <a href="#">Unit 8, Lesson 8, pp. 155–161; 169–172</a> <a href="#">Unit 8, Lesson 10, pp. 179–182</a> <a href="#">Writing Project: Problem and Solution, Lesson 2, pp. 11–16</a> <a href="#">Writing Project: Firsthand and Secondhand Accounts, Lesson 3, pp. 16–18</a>  <b>Level 2:</b> <a href="#">Unit 5, Lesson 10, pp. 444–447</a> <a href="#">Unit 10, Lesson 9, pp. 366–367</a> <a href="#">Writing Project: Argument, Lesson 1, pp. 1–8</a>
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	<b>Level 1:</b> <a href="#">Unit 6, Lesson 4, p. 429</a> <a href="#">Writing Project: Argument, Lesson 1, pp. 11–12</a>  <b>Level 2:</b> <a href="#">Unit 6, Lesson 10, pp. 545–550</a> <a href="#">Writing Project: Informational, Lesson 5, pp. 15–16</a>
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	<b>Level 1:</b> <a href="#">Unit 7, Lesson 10, pp. 96–100</a> <a href="#">Unit 8, Lesson 8, pp. 155–161; 169–172</a> <a href="#">Unit 8, Lesson 10, pp. 179–182</a> <a href="#">Unit 11, Lesson 10, pp. 448–452</a>  <b>Level 2:</b> <a href="#">Unit 10, Lesson 8, pp. 353–357</a> <a href="#">Writing Project: Informational, Lesson 2, p. 8</a> <a href="#">Writing Project: Informational, Lesson 3, p. 11</a>
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	<b>Level 1:</b> <a href="#">Unit 7, Lesson 8, pp. 77–90</a> <a href="#">Unit 12, Lesson 3, pp. 489–492</a>

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		<a href="#">Unit 12, Lesson 4, pp. 494–499</a> <a href="#">Writing Project: Argument, Lesson 1, pp. 7–8, 10–11</a> <a href="#">Unit 6, Lesson 8, pp. 453–462</a> <a href="#">Unit 11, Lesson 4, pp. 406–409</a> <a href="#">Unit 11, Lesson 5, pp. 415–418</a>  <b>Level 2:</b> <a href="#">Unit 6, Lesson 5, p. 492</a> <a href="#">Unit 9, Lesson 4, pp. 226–236</a>
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	<b>Level 1:</b> <a href="#">Unit 6, Lesson 9, pp. 463–465</a> <a href="#">Unit 7, Lesson 8, pp. 91–92</a> <a href="#">Writing Project: Shared Scientific Research, Lesson 3, pp. 16–17</a> <a href="#">Writing Project: Firsthand and Secondhand Accounts, Lesson 3, pp. 16–18</a>  <b>Level 2:</b> <a href="#">Writing Project: Informational, Lesson 3, pp. 9–11</a>
RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	<b>Level 1:</b> <a href="#">Unit 10, Lesson 8, pp. 351–357</a> <a href="#">Unit 11, Lesson 8, pp. 435–440</a>  <b>Level 2:</b> <a href="#">Unit 6, Lesson 10, pp. 545–550</a> <a href="#">Unit 9, Lesson 3, p. 224</a> <a href="#">Writing Project: Informational, Lesson 2, pp. 7–8</a> <a href="#">Writing Project: Career Documents, Lesson 2, pp. 5–11</a>
RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	<b>Level 1:</b> <a href="#">Writing Project: Argument, Lesson 1, pp. 7–8; 10–11</a>  <b>Level 2:</b> <a href="#">Unit 6, Lesson 9, pp. 530–540</a>

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		<a href="#">Unit 9, Lesson 3, pp. 221–225</a> <a href="#">Unit 9, Lesson 4, pp. 226–236</a> <a href="#">Unit 10, Lesson 4, pp. 319–327</a> <a href="#">Unit 10, Lesson 9, pp. 360–367</a> <a href="#">Writing Project: Argument, Lesson 1, pp. 3, 7</a>
RI.6.9	Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	<b>Level 1:</b> <a href="#">Unit 10, Lesson 8, pp. 351–357</a> <a href="#">Writing Project: Shared Scientific Research, Lesson 3, pp. 16–17</a> <a href="#">Writing Project: Firsthand and Secondhand Accounts, Lesson 3, pp. 17–18; Lesson 4, pp. 20–22</a> <a href="#">Writing Project: Argument, Lesson 1, p. 11</a>  <b>Level 2:</b> <a href="#">Unit 5, Lesson 10, pp. 444–447</a> <a href="#">Writing Project: Argument, Lesson 1, pp. 3, 7</a>
RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	<b>Level 1:</b> <a href="#">Unit 11, Lesson 8, pp. 435–440</a> <a href="#">Writing Project: Firsthand and Secondhand Accounts, Lesson 2, p. 11</a> <a href="#">Writing Project: Argument, Lesson 1, pp. 11–12</a>  <b>Level 2:</b> <a href="#">Unit 6, Lesson 10, pp. 544–550</a> <a href="#">Writing Project: Argument, Lesson 1, p. 7</a> <a href="#">Writing Project: Compare and Contrast Fiction and Nonfiction, Lesson 4, pp. 17–18</a>
RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	<b>Level 1:</b> <a href="#">Unit 7, Lesson 8, pp. 83–90</a> <a href="#">Unit 7, Lesson 9, pp. 91–92</a> <a href="#">Writing Project: Argument, Lesson 1, pp. 7–8; 10–11</a>  <b>Level 2:</b> <a href="#">Unit 6, Lesson 7, pp. 514–519</a>

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		<a href="#">Unit 6, Lesson 8, pp. 522–527</a> <a href="#">Unit 6, Lesson 9, pp. 530–540</a> <a href="#">Unit 10, Lesson 4, pp. 319–326</a> <a href="#">Unit 10, Lesson 9, pp. 359–366</a> <a href="#">Writing Project: Argument, Lesson 4, pp. 15–16</a>
RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	<b>Level 1:</b> <a href="#">Unit 7, Lesson 8, pp. 77–90</a> <a href="#">Writing Project: Firsthand and Secondhand Accounts, Lesson 3, pp. 17–18; Lesson 4, pp. 20–22</a>  <b>Level 2:</b> <a href="#">Unit 10, Lesson 9, pp. 359–366</a> <a href="#">Writing Project: Argument, Lesson 1, pp. 1–8</a>
	<b>Range of Reading and Level of Text Complexity</b>	
RI.1.10a	With prompting and support, read informational texts appropriately complex for grade 1. <b>Activate prior knowledge related to the information and events in a text. CA</b>	<b>Level 1:</b> <a href="#">Unit 1, Lesson 1, p. 5</a> <a href="#">Unit 2, Lesson 1, p. 81</a> <a href="#">Unit 4, Lesson 1, p. 238</a>
RI.1.10b	With prompting and support, read informational texts appropriately complex for grade 1. <b>Confirm predictions about what will happen next in a text. CA</b>	<b>Level 1:</b> <a href="#">Unit 1, Lesson 10, p. 74</a> <a href="#">Unit 2, Lesson 10, p. 154</a> <a href="#">Unit 4, Lesson 10, p. 305</a>
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.	<b>Level 1:</b> <a href="#">Unit 2, Lesson 1, Student Book, pp. 43–46</a>  <a href="#">Unit 2, Lesson 5, Student Book, pp. 61–63</a> <a href="#">Unit 2, Lesson 7, Student Book, pp. 67–69</a> <a href="#">Unit 3, Lesson 1, Student Book, pp. 83–85</a> <a href="#">Unit 3, Lesson 5, Student Book, pp. 98–100</a> <a href="#">Unit 3, Lesson 7, Student Book, pp. 104–106</a>

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		<a href="#">Unit 4, Lesson 1, Student Book, pp. 119–120</a> <a href="#">Unit 4, Lesson 5, Student Book, pp. 133–135</a> <a href="#">Unit 4, Lesson 7, Student Book, pp. 140–141</a> <a href="#">Unit 5, Lesson 1, Student Book, pp. 153–155</a> <a href="#">Unit 5, Lesson 5, Student Book, pp. 169–172</a> <a href="#">Unit 5, Lesson 7, Student Book, pp. 178–181</a>
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.	<b>Level 1:</b> <a href="#">Unit 7, Lesson 1, Student Book, pp. 3–6</a> <a href="#">Unit 7, Lesson 5, Student Book, pp. 24–26</a> <a href="#">Unit 7, Lesson 7, Student Book, pp. 35–37</a> <a href="#">Unit 8, Lesson 1, Student Book, pp. 59–61</a> <a href="#">Unit 8, Lesson 5, Student Book, pp. 76–78</a> <a href="#">Unit 8, Lesson 7, Student Book, pp. 84–86</a> <a href="#">Unit 12, Lesson 8, Student Book, pp. 206–297</a>
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.	<b>Level 1:</b> <a href="#">Unit 6, Lesson 1, Student Book, pp. 201–202</a> <a href="#">Unit 6, Lesson 5, Student Book, pp. 215–218</a> <a href="#">Unit 6, Lesson 7, pp. 224–225</a> <a href="#">Unit 8, Lesson 8, Student Book, p. 87</a>
RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>Level 1:</b> <a href="#">Unit 10, Lesson 1, Student Book, pp. 165–167</a> <a href="#">Unit 10, Lesson 5, Student Book, pp. 183–185</a> <a href="#">Unit 10, Lesson 7, Student Book, pp. 193–196</a> <a href="#">Unit 11, Lesson 1, Student Book, pp. 211–213</a> <a href="#">Unit 11, Lesson 5, Student Book, pp. 229–233</a> <a href="#">Unit 11, Lesson 7, Student Book, pp. 239–241</a>  <b>Level 2:</b> <a href="#">Unit 4, Lesson 6, Student Book, pp. 169–173</a> <a href="#">Unit 4, Lesson 8, Student Book, pp. 177–178</a> <a href="#">Unit 4, Lesson 9, Student Book, pp. 179–183</a>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
		<a href="#">Unit 5, Lesson 1, Student Book, pp. 191–196</a> <a href="#">Unit 5, Lesson 3, Student Book, pp. 202–203</a> <a href="#">Unit 5, Lesson 4, Student Book, pp. 204–209</a> <a href="#">Unit 5, Lesson 6, Student Book, pp. 213–216</a> <a href="#">Unit 5, Lesson 8, Student Book, pp. 219–221</a> <a href="#">Unit 5, Lesson 9, Student Book, pp. 222–225</a> <a href="#">Unit 6, Lesson 1, Student Book, pp. 233–236</a> <a href="#">Unit 6, Lesson 3, Student Book, pp. 245–247</a> <a href="#">Unit 6, Lesson 4, Student Book, pp. 248–252</a> <a href="#">Unit 6, Lesson 6, Student Book, pp. 257–268</a> <a href="#">Unit 6, Lesson 8, Student Book, pp. 271–274</a> <a href="#">Unit 6, Lesson 9, Student Book, pp. 275–281</a>
	<b>READING STANDARDS: FOUNDATIONAL SKILLS</b>	
	<b>Print Concepts</b>	
RF.1.1	<p>Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p><b>Level 1:</b></p> <p><a href="#">Unit 1, Lesson 1, p. 6</a>  <a href="#">Unit 1, Lesson 2, pp. 19–21</a>  <a href="#">Unit 2, Lesson 2, pp. 98–100</a>  <a href="#">Unit 3, Lesson 4, p. 190</a></p> <p><i>Online Word Training</i>  <a href="#">Unit 2, Lesson 2, Sentence Dictation</a>  <a href="#">Unit 6, Lesson 4, Sentence Dictation</a>  <a href="#">Unit 8, Lesson 2, Sentence Dictation</a></p>
	<b>Phonological Awareness</b>	
RF.1.2a	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Distinguish long from short vowel sounds in spoken single-syllable words.</p>	<p><b>Level 1:</b></p> <p><i>Online Word Training</i>  <a href="#">Unit 1, Lesson 1, Vowel Sounds Tutorial</a>  <a href="#">Unit 1, Lesson 1, a = /ă/ Tutorial</a>  <a href="#">Unit 1, Lesson 1, Blend and Read Words</a>  <a href="#">Unit 5, Lesson 1, Closed Syllables Tutorial</a></p>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
		<a href="#">Unit 5, Lesson 1, Check Understanding (Sort)</a> <a href="#">Unit 5, Lesson 2, Long Vowel Introduction Tutorial</a> <a href="#">Unit 5, Lesson 2, a = /ā/ Tutorial</a> <a href="#">Unit 5, Lesson 2, Listen and Identify</a>  <b>Level 2:</b> <i>Online Word Training</i> <a href="#">Unit 1, Lesson 1, Short Vowel Sounds Tutorial</a> <a href="#">Unit 1, Lesson 1, Check Understanding</a> <a href="#">Unit 1, Lesson 4, Long Vowels Tutorial</a> <a href="#">Unit 1, Lesson 4, Sort</a>
RF.1.2b	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	<b>Level 1:</b> <a href="#">Unit 2, Lesson 4, p. 109</a> <a href="#">Unit 3, Lesson 6, pp. 200–201</a> <a href="#">Unit 4, Lesson 4, p. 267</a> <a href="#">Unit 5, Lesson 3, p. 330</a>  <i>Online Word Training</i> <a href="#">Unit 2, Lesson 1, g = /g/ Tutorial</a> <a href="#">Unit 2, Lesson 1, Blend and Read Words</a> <a href="#">Unit 3, Lesson 3, Consonant Blends Tutorial</a> <a href="#">Unit 3, Lesson 3, Blend and Read Words</a> <a href="#">Unit 6, Lesson 3, Consonant Blends fl, gl, pl Tutorial</a> <a href="#">Unit 6, Lesson 3, Blend and Read Words</a> <a href="#">Unit 9, Lesson 4, ow = /ō/ Tutorial</a> <a href="#">Unit 9, Lesson 4, Blend and Read Words</a>
RF.1.2c	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	<b>Level 1:</b> <i>Online Word Training</i> <a href="#">Unit 1, Lesson 2, p = /p/ Tutorial</a> <a href="#">Unit 1, Lesson 2, Phoneme/Grapheme Mapping</a> <a href="#">Unit 2, Lesson 3, ll = /l/ Tutorial</a>



Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
		<a href="#">Unit 2, Lesson 3, Blend and Read Words</a> <a href="#">Unit 6, Lesson 4, ch = /ch/ Tutorial</a> <a href="#">Unit 6, Lesson 4, Phoneme/Grapheme Mapping</a> <a href="#">Unit 11, Lesson 1, oo as in “book” Tutorial</a> <a href="#">Unit 11, Lesson 1, Blend and Read Words</a>
RF.1.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	<b>Level 1:</b> <i>Online Word Training</i> <a href="#">Unit 1, Lesson 3, b = /b/ Tutorial</a> <a href="#">Unit 1, Lesson 3, Phoneme/Grapheme Mapping</a> <a href="#">Unit 4, Lesson 1, e = /ě/ Tutorial</a> <a href="#">Unit 4, Lesson 1, Phoneme/Grapheme Mapping</a> <a href="#">Unit 9, Lesson 1, er = /er/ Tutorial</a> <a href="#">Unit 9, Lesson 1, Phoneme/Grapheme Mapping</a>
	<b>Phonics &amp; Word Recognition</b>	
RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text. CA</b> Know the spelling-sound correspondences for common consonant digraphs.:	<b>Level 1:</b> <a href="#">Unit 2, Lesson 6, pp.123–124</a> <a href="#">Unit 3, Lesson 6, pp. 200–201</a> <a href="#">Unit 4, Lesson 4, p. 262</a>  <i>Online Word Training</i> <a href="#">Unit 3, Lesson 1, ng = /ng/ Tutorial</a> <a href="#">Unit 3, Lesson 1, Check Understanding</a> <a href="#">Unit 5, Lesson 3, sh = /sh/ Tutorial</a> <a href="#">Unit 5, Lesson 3, Blend and Read Words</a> <a href="#">Unit 6, Lesson 4, ch = /ch/ Tutorial</a> <a href="#">Unit 6, Lesson 4, Check Understanding</a> <a href="#">Unit 7, Lesson 3, th = Unvoiced /th/ Tutorial</a> <a href="#">Unit 7, Lesson 3, Unvoiced /th/ in Words Tutorial</a> <a href="#">Unit 7, Lesson 3, Difference Between /th/ and /f/ Tutorial</a> <a href="#">Unit 7, Lesson 3, Sort</a>  <b>Level 2:</b>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
		<i>Online Word Training</i> <a href="#">Unit 1, Lesson 2, Digraphs Tutorial</a> <a href="#">Unit 1, Lesson 2, The Digraph Game Tutorial</a> <a href="#">Unit 1, Lesson 2, Check Understanding</a>
RF.1.3b	Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text. CA</b> Decode regularly spelled one-syllable words.	<b>Level 1:</b> <a href="#">Unit 3, Lesson 3, pp. 179–180</a> <b>Decoding activities occur in all Word Training lessons. Examples of online activities include:</b>  <i>Online Word Training</i> <a href="#">Unit 2, Lesson 1, Blend and Read Words</a> <a href="#">Unit 3, Lesson 2, Listen and Identify</a> <a href="#">Unit 4, Lesson 1, Independent Reading</a> <a href="#">Unit 4, Lesson 2, Sentence Completion</a> <a href="#">Unit 5, Lesson 1, Read Phrases and Sentences</a> <a href="#">Unit 7, Lesson 1, Sort</a> <a href="#">Unit 8, Lesson 1, Independent Reading</a>
RF.1.3c	Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text. CA</b> Know final -e and common vowel team conventions for representing long vowel sounds.	<b>Level 1:</b> <i>Online Word Training</i> <a href="#">Unit 5, Lesson 2, VCe Pattern Tutorial</a> <a href="#">Unit 5, Lesson 2, Listen and Identify</a> <a href="#">Unit 6, Lesson 1, ee = /ē/ Tutorial</a> <a href="#">Unit 6, Lesson 1, Check Understanding</a> <a href="#">Unit 6, Lesson 2, ea = /ē/ Tutorial</a> <a href="#">Unit 6, Lesson 2, Blend and Read Words</a> <a href="#">Unit 11, Lesson 2, ai, ay = /ā/ Tutorial</a> <a href="#">Unit 11, Lesson 2, Rhyming</a> <a href="#">Unit 11, Lesson 3, oa, ow = /ō/ Tutorial</a> <a href="#">Unit 11, Lesson 3, Sentence Completion with Spelling</a>  <b>Level 2:</b>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
		<i>Online Word Training</i> <a href="#">Unit 1, Lesson 4, VCe Pattern Tutorial</a> <a href="#">Unit 1, Lesson 4, Syllabification</a> <a href="#">Unit 2, Lesson 3, oa and ow Vowel Teams Tutorial</a> <a href="#">Unit 2, Lesson 3, Check Understanding</a>
RF.1.3d	Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text.</b> CA Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	<b>Level 2:</b> <i>Online Word Training</i> <a href="#">Unit 3, Lesson 1, Review of Vowels and Consonants Tutorial</a> <a href="#">Unit 3, Lesson 1, Counting Syllables Tutorial</a> <a href="#">Unit 3, Lesson 1, Check Understanding</a> <a href="#">Unit 3, Lesson 2, Word Building</a> <a href="#">Unit 3, Lesson 4, Word Building</a>
RF.1.3e	Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text.</b> CA Decode two-syllable words following basic patterns by breaking the words into syllables.	<b>Level 1:</b> <a href="#">Unit 3, Lesson 3, pp. 179–180</a> <a href="#">Unit 4, Lesson 4, pp. 264–265</a>  <b>Level 2:</b> <i>Online Word Training</i> <a href="#">Unit 3, Lesson 2, Closed Syllable Type Tutorial</a> <a href="#">Unit 3, Lesson 2, Word Building</a> <a href="#">Unit 3, Lesson 4, Dividing Syllables between Doubled Consonants Tutorial</a> <a href="#">Unit 3, Lesson 4, Big Word Strategy</a> <a href="#">Unit 5, Lesson 2, Dividing Syllables between Multiple Consonants</a> <a href="#">Unit 5, Lesson 2, Big Word Strategy</a>
RF.1.3f	Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text.</b> CA Read words with inflectional endings.	<b>Level 1:</b> <i>Online Text Training</i> <a href="#">Unit 5, Sentence Completion, Inflectional Endings</a> <a href="#">Unit 9, Fill in the Blank, Inflectional Endings</a>  <i>Online Word Training</i> <a href="#">Unit 4, Lesson 3, Inflectional Ending Review Tutorial</a>

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		<a href="#">Unit 4, Lesson 3, Sentence Completion</a> <a href="#">Unit 4, Lesson 4, Inflectional Ending Review Tutorial</a>  <b>Level 2:</b> <i>Online Word Training</i> <a href="#">Unit 1, Lesson 3, Inflectional Endings -s and -ed Tutorial</a> <a href="#">Unit 1, Lesson 3, Inflectional Ending -ing Tutorial</a> <a href="#">Unit 1, Lesson 3, Check Understanding</a> <a href="#">Unit 1, Lesson 3, Sentence Completion</a>
RF.1.3g	<p>Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text.</b> <b>CA</b></p> <p>Recognize and read grade-appropriate irregularly spelled words.</p>	<p><b>The Sight Words game covers irregular words. Level 1 uses top 300 Fry words, Level 2 uses top 600 Fry words.</b></p> <p><a href="#">Sight Words game</a>  <a href="#">Program Guide, Sight Words List, pp. 86–87</a></p> <p><b>Level 1:</b>  In Word Training, the Independent Reading text, Read Phrases and Sentences activity, and Read Passages goal use irregular words in text.</p> <p><i>Online Word Training</i>  <a href="#">Unit 2, Lesson 1, Read Phrases and Sentences</a>  <a href="#">Unit 6, Lesson 3, Independent Reading</a>  <a href="#">Unit 8, Lesson 1, Read Phrases and Sentences</a>  <a href="#">Unit 10, Read Passages Goal (Cold Read)</a></p>
RF.2.3a	<p>Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text.</b> <b>CA</b></p> <p>Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>	<p><b>Level 1:</b>  <i>Online Word Training</i>  <a href="#">Unit 1, Lesson 1, Vowel Sounds Tutorial</a>  <a href="#">Unit 1, Lesson 1, a = /ă/ Tutorial</a>  <a href="#">Unit 1, Lesson 1, Blend and Read Words</a>  <a href="#">Unit 5, Lesson 1, Closed Syllables Tutorial</a>  <a href="#">Unit 5, Lesson 1, Check Understanding (Sort)</a></p>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
		<a href="#">Unit 5, Lesson 2, Long Vowel Introduction Tutorial</a> <a href="#">Unit 5, Lesson 2, a = /ā/ Tutorial</a> <a href="#">Unit 5, Lesson 2, Listen and Identify</a>  <b>Level 2:</b> <i>Online Word Training</i> <a href="#">Unit 1, Lesson 1, Short Vowel Sounds Tutorial</a> <a href="#">Unit 1, Lesson 1, Check Understanding</a> <a href="#">Unit 1, Lesson 4, Long Vowels Tutorial</a> <a href="#">Unit 1, Lesson 4, Sort</a>
RF.2.3b	Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text. CA</b> Know spelling-sound correspondences for additional common vowel teams.	<b>Level 1:</b> <i>Online Word Training</i> <a href="#">Unit 6, Lesson 1, ee = /ē/ Tutorial</a> <a href="#">Unit 6, Lesson 1, Check Understanding</a> <a href="#">Unit 6, Lesson 2, ea = /ē/ Tutorial</a> <a href="#">Unit 6, Lesson 2, Blend and Read Words</a> <a href="#">Unit 9, Lesson 2, oo = /ū/ Tutorial</a> <a href="#">Unit 9, Lesson 2, Rhyming</a> <a href="#">Unit 11, Lesson 2, ai, ay = /ā/ Tutorial</a> <a href="#">Unit 11, Lesson 2, Rhyming</a> <a href="#">Unit 11, Lesson 3, oa, ow = /ō/ Tutorial</a> <a href="#">Unit 11, Lesson 3, Sentence Completion with Spelling</a>  <b>Level 2:</b> <i>Online Word Training</i> <a href="#">Unit 2, Lesson 3, oa and ow Vowel Teams Tutorial</a> <a href="#">Unit 2, Lesson 3, Check Understanding</a> <a href="#">Unit 2, Lesson 4, ai and ay Vowel Teams Tutorial</a> <a href="#">Unit 2, Lesson 4, Sentence Completion</a> <a href="#">Unit 7, Lesson 2, Vowel Teams -eigh, -igh Tutorial</a> <a href="#">Unit 7, Lesson 2, Read Sentence</a>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
RF.2.3c	Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text</b> . CA Decode regularly spelled two-syllable words with long vowels.	<b>Level 2:</b> <i>Online Word Training</i> <a href="#">Unit 6, Lesson 1, VCe Syllable Type Tutorial</a> <a href="#">Unit 6, Lesson 1, Check Understanding</a> <a href="#">Unit 6, Lesson 1, Big Word Strategy</a> <a href="#">Unit 6, Lesson 2, VCe Syllable with Schwa</a> <a href="#">Unit 6, Lesson 2, Big Word Strategy</a> <a href="#">Unit 7, Lesson 1, Syllable Division with Vowel Teams</a> <a href="#">Unit 7, Lesson 1, Check Understanding</a>
RF.2.3d	Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text</b> . CA Decode words with common prefixes and suffixes.	<b>Level 2:</b> <i>Online Word Training</i> <a href="#">Unit 4, Lesson 2, Prefixes non-, un-, in-, dis- Tutorial</a> <a href="#">Unit 4, Lesson 2, Sentence Completion</a> <a href="#">Unit 4, Lesson 3, Prefixes inter-, under- Tutorial</a> <a href="#">Unit 4, Lesson 3, Sentence Completion</a> <a href="#">Unit 5, Lesson 3, Prefixes re-, pre-, super- Tutorial</a> <a href="#">Unit 5, Lesson 3, Check Understanding</a> <a href="#">Unit 5, Lesson 4, Suffix -er Tutorial</a> <a href="#">Unit 5, Lesson 4, Suffix -est Tutorial</a> <a href="#">Unit 5, Lesson 4, Check Understanding</a> <a href="#">Unit 6, Lesson 4, Prefix sub- Tutorial</a> <a href="#">Unit 6, Lesson 4, Prefix anti- Tutorial</a> <a href="#">Unit 6, Lesson 4, Check Understanding</a>
RF.2.3e	Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text</b> . CA Identify words with inconsistent but common spelling-sound correspondences.	<b>Level 2:</b> <i>Online Word Training</i> <a href="#">Unit 8, Lesson 2, Spellings for Long -a Tutorial</a> <a href="#">Unit 8, Lesson 2, Sort</a> <a href="#">Unit 9, Lesson 1, Spellings for Long -e Tutorial</a> <a href="#">Unit 9, Lesson 1, Check Understanding</a> <a href="#">Unit 10, Lesson 4, Spellings for Long -i Tutorial</a> <a href="#">Unit 10, Lesson 4, Check Understanding</a>
RF.2.3f	Know and apply grade-level phonics and word analysis skills in	<b>The Sight Words game covers irregular words. Level 1 uses top 300 Fry</b>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
	decoding words <b>both in isolation and in text. CA</b> Recognize and read grade-appropriate irregularly spelled words.	<p>words, Level 2 uses top 600 Fry words.</p> <p><b>Level 1:</b>  <a href="#">Sight Words game</a>  <a href="#">Program Guide, Sight Words List, pp. 86–87</a></p> <p>In Word Training, the Independent Reading text, Read Phrases and Sentences activity, and Read Passages goal use irregular words in text.</p> <p><i>Online Word Training</i>  <a href="#">Unit 2, Lesson 1, Read Phrases and Sentences</a>  <a href="#">Unit 6, Lesson 3, Independent Reading</a>  <a href="#">Unit 8, Lesson 1, Read Phrases and Sentences</a>  <a href="#">Unit 10, Read Passages Goal (Cold Read)</a></p>
RF.3.3a	Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text. CA</b> Identify and know the meaning of the most common prefixes and derivational suffixes.	<p><b>Level 2:</b>  <i>Online Word Training</i>  <a href="#">Unit 4, Lesson 2, Prefixes non-, un-, in-, dis- Tutorial</a>  <a href="#">Unit 4, Lesson 2, Sentence Completion</a>  <a href="#">Unit 4, Lesson 3, Prefixes inter-, under- Tutorial</a>  <a href="#">Unit 4, Lesson 3, Sentence Completion</a>  <a href="#">Unit 5, Lesson 3, Prefixes re-, pre-, super- Tutorial</a>  <a href="#">Unit 5, Lesson 3, Check Understanding</a>  <a href="#">Unit 5, Lesson 4, Suffix -er Tutorial</a>  <a href="#">Unit 5, Lesson 4, Suffix -est Tutorial</a>  <a href="#">Unit 5, Lesson 4, Check Understanding</a>  <a href="#">Unit 6, Lesson 4, Prefix sub- Tutorial</a>  <a href="#">Unit 6, Lesson 4, Prefix anti- Tutorial</a>  <a href="#">Unit 6, Lesson 4, Check Understanding</a></p>
RF.3.3b	Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text. CA</b> Decode words with common Latin suffixes.	<p><b>Level 2:</b>  <i>Online Word Training</i>  <a href="#">Unit 9, Lesson 3, Suffix -al Tutorial</a>  <a href="#">Unit 9, Lesson 3, Suffix -al as -cial and -tial Tutorial</a></p>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
		<a href="#">Unit 11, Lesson 2, Suffix -ation Tutorial</a> <a href="#">Unit 11, Lesson 2, Check Understanding</a> <a href="#">Unit 11, Lesson 3, Suffix -ize Tutorial</a> <a href="#">Unit 11, Lesson 3, Check Understanding</a> <a href="#">Unit 11, Lesson 3, Word Association Wall</a> <a href="#">Unit 12, Lesson 1, Suffix -ate Tutorial</a> <a href="#">Unit 12, Lesson 1, Suffix -ate Skit</a> <a href="#">Unit 12, Lesson 1, Check Understanding</a>
RF.3.3c	Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text. CA</b> Decode multisyllable words.	<p><b>Decoding activities occur in all Word Training lessons. Multisyllabic words are used in Level 2. Examples of online activities include:</b></p> <p><b>Level 2:</b>  <i>Online Word Training</i>  <a href="#">Unit 3, Lesson 3, Blend and Read Words</a>  <a href="#">Unit 3, Lesson 3, Listen and Identify</a>  <a href="#">Unit 4, Lesson 1, Independent Reading</a>  <a href="#">Unit 4, Lesson 1, Sentence Completion</a>  <a href="#">Unit 5, Lesson 1, Read Phrases and Sentences</a>  <a href="#">Unit 7, Lesson 1, Independent Reading</a></p>
RF.3.3d	Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text. CA</b> Read grade-appropriate irregularly spelled words.	<p><b>The Sight Words game covers irregular words. Level 1 uses top 300 Fry words, Level 2 uses top 600 Fry words.</b>  <a href="#">Sight Words game</a>  <a href="#">Program Guide, Sight Words List, pp. 86–87</a></p> <p><b>In Word Training, the Independent Reading text, Read Sentences activity, and Fluency Check use irregular words in text.</b></p> <p><b>Level 2:</b>  <i>Online Word Training</i>  <a href="#">Unit 3, Lesson 4, Read Phrases and Sentences</a>  <a href="#">Unit 4, Lesson 3, Independent Reading</a>  <a href="#">Unit 5, Fluency Check</a>  <a href="#">Unit 7, Lesson 1, Independent Reading</a></p>



Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
		<a href="#">Unit 8, Fluency Check</a>
RF.5.3a	Know and apply grade-level phonics and word analysis skills in decoding words.  Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	<b>Level 2:</b> <i>Online Word Training</i> <a href="#">Unit 11, Lesson 2, Word Radiator</a> <a href="#">Unit 11, Lesson 3, Independent Reading</a> <a href="#">Unit 11, Lesson 3, Word Association Wall</a> <a href="#">Unit 12, Lesson 4, Read Sentences</a> <a href="#">Unit 12, Fluency Check</a>
	<b>Fluency</b>	
RF.2.4a	Read with sufficient accuracy and fluency to support comprehension.  Read on-level text with purpose and understanding.	<b>Level 1:</b> <a href="#">Unit 1, Lesson 3, pp. 22–23</a> <a href="#">Unit 1, Lesson 4, pp. 32–33</a> <a href="#">Unit 1, Lesson 7, pp. 56–57</a> <a href="#">Unit 3, Lesson 3, p. 179</a> <a href="#">Unit 3, Lesson 4, p. 185</a> <a href="#">Unit 3, Lesson 4, p. 214</a>  <i>Online Word Training</i> <a href="#">Unit 2, Lesson 3, Independent Reading</a> <a href="#">Unit 4, Lesson 3, Independent Reading</a>  <a href="#">Program Guide, Decoding Fluency Passages chart, pp. 79–81</a>
RF.2.4b	Read with sufficient accuracy and fluency to support comprehension.  Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	<b>Level 1:</b> <i>Online Word Training</i> <a href="#">Unit 3, Lesson 1, Independent Reading (Untimed Reading)</a> <a href="#">Unit 3, Lesson 2, Independent Reading (Recording)</a> <a href="#">Unit 6, Lesson 1, Independent Reading (Untimed Reading)</a> <a href="#">Unit 6, Lesson 2, Independent Reading (Recording)</a> <a href="#">Unit 7, Read Passages Goal (Cold Read)</a> <a href="#">Unit 7, Read Passages Goal (Practice Maze)</a> <a href="#">Unit 7, Read Passages Goal (Model/Phrasing)</a> <a href="#">Unit 7, Read Passages Goal (Recording)</a>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
		<a href="#">Program Guide, Decoding Fluency Passages chart, pp. 79–81</a>
RF.2.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>Level 1:</b> <a href="#">Unit 4, Lesson 5, pp. 268–275</a> <a href="#">Unit 4, Lesson 7, pp. 282–287</a> <a href="#">Unit 5, Lesson 7, pp. 362–370</a>  <b>Level 2:</b> <a href="#">Unit 3, Lesson 4, pp. 196–205</a> <a href="#">Unit 3, Lesson 9, pp. 255–268</a>
RF.5.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.	<b>Level 2:</b> <a href="#">Unit 6, Lesson 1, pp. 461–465</a> <a href="#">Unit 6, Lesson 3, pp. 477–481</a> <a href="#">Unit 6, Lesson 4, pp. 482–489</a>  <i>Online Word Training</i> <a href="#">Unit 3, Lesson 1, Independent Reading</a> <a href="#">Unit 4, Fluency Check</a> <a href="#">Unit 6, Lesson 1, Independent Reading</a> <a href="#">Unit 7, Fluency Check</a> <a href="#">Unit 10, Lesson 1, Independent Reading</a> <a href="#">Unit 12, Fluency Check</a>  <a href="#">Program Guide, Decoding Fluency Passages chart, pp. 79–81</a>
RF.5.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<b>Level 2:</b> <i>Online Word Training</i> <a href="#">Unit 4, Lesson 1, Independent Reading (Untimed Reading)</a> <a href="#">Unit 4, Lesson 2, Independent Reading (Recording)</a> <a href="#">Unit 7 Lesson 1, Independent Reading (Untimed Reading)</a> <a href="#">Unit 7, Lesson 2, Independent Reading (Recording)</a> <a href="#">Unit 7, Read Passages Goal (Cold Read)</a> <a href="#">Unit 7, Read Passages Goal (Practice Maze)</a>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
		<a href="#">Unit 7, Read Passages Goal (Model/Phrasing)</a> <a href="#">Unit 7, Read Passages Goal (Recording)</a> <a href="#">Unit 2, Lesson 6, pp. 130–133</a> <a href="#">Unit 2, Lesson 9, pp. 147–151</a>  <a href="#">Program Guide, Decoding Fluency Passages chart, pp. 79–81</a>
RF.5.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>Level 2:</b> <a href="#">Unit 4, Lesson 4, pp. 309–315</a> <a href="#">Unit 4, Lesson 6, pp. 320–322</a> <a href="#">Unit 4, Lesson 8, pp. 341–345</a> <a href="#">Unit 4, Lesson 9, pp. 346–352</a> <a href="#">Unit 7, Lesson 4, pp. 57–60</a> <a href="#">Unit 7, Lesson 9, pp. 66–71</a> <a href="#">Unit 9, Lesson 4, pp. 228–236</a> <a href="#">Unit 9, Lesson 9, pp. 266–274</a>
	<b>WRITING</b>	
	<b>Text Types and Purposes</b>	
W.1.1	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.	<b>Level 1:</b> <a href="#">Unit 6, Lesson 10, pp. 468–472</a> <a href="#">Unit 10, Lesson 9, pp. 358–359</a> <a href="#">Writing Project: Basic Paragraph, Lesson 2, p.10</a> <a href="#">Writing Project: Basic Paragraph, Lesson 4, p. 17</a>
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	<b>Level 1:</b> <a href="#">Unit 3, Lesson 10, pp. 227–232</a> <a href="#">Unit 5, Lesson 10, pp. 387–390</a> <a href="#">Unit 8, Lesson 10, pp. 179–182</a> <a href="#">Unit 10, Lesson 10, pp. 362–266</a> <a href="#">Writing Project: Basic Paragraph, Lesson 2, pp. 9–10</a> <a href="#">Writing Project: Basic Paragraph, Lesson 4, p. 17</a>
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order,	<b>Level 1:</b> <a href="#">Unit 9, Lesson 10, pp. 276–283</a> <a href="#">Unit 12, Lesson 10, pp. 553–559</a>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
	and provide a sense of closure.	<a href="#">Writing Project: Basic Paragraph, Lesson 3, pp. 14–16</a> <a href="#">Writing Project: Basic Paragraph, Lesson 4, p. 17</a> <a href="#">Writing Project: Firsthand and Secondhand Accounts, Lesson 5, pp. 26–29</a>
W.3.1a	Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	<b>Level 1:</b> <a href="#">Unit 6, Lesson 10, pp. 468–472</a> <a href="#">Unit 9, Lesson 9, pp. 268–269</a> <a href="#">Writing Project: Basic Paragraph, Lesson 2, p.10</a> <a href="#">Writing Project: Basic Paragraph, Lesson 4, p. 17</a> <a href="#">Writing Project: Argument, Lesson 3, pp. 17–19</a>
W.3.1b	Write opinion pieces on topics or texts, supporting a point of view with reasons. Provide reasons that support the opinion.	<b>Level 1:</b> <a href="#">Unit 6, Lesson 10, pp. 468–472</a> <a href="#">Unit 9, Lesson 9, pp. 268–269</a> <a href="#">Writing Project: Basic Paragraph, Lesson 2, pp. 9–10</a> <a href="#">Writing Project: Basic Paragraph, Lesson 4, p. 17</a> <a href="#">Writing Project: Argument, Lesson 3, pp. 17–19</a>
W.3.1c	Write opinion pieces on topics or texts, supporting a point of view with reasons. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	<b>Level 1:</b> <a href="#">Unit 9, Lesson 9, pp. 268–269</a> <a href="#">Unit 10, Lesson 9, pp. 358–359</a> <a href="#">Writing Project: Basic Paragraph, Lesson 2, pp. 10–12</a> <a href="#">Writing Project: Basic Paragraph, Lesson 4, p. 17</a>
W.3.1d	Write opinion pieces on topics or texts, supporting a point of view with reasons. Provide a concluding statement or section.	<b>Level 1:</b> <a href="#">Unit 6, Lesson 10, pp. 468–471</a> <a href="#">Writing Project: Basic Paragraph, Lesson 2, pp. 10–12</a> <a href="#">Writing Project: Basic Paragraph, Lesson 4, p. 17</a> <a href="#">Writing Project: Argument, Lesson 3, pp. 17–19</a>
W.3.2a	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	<b>Level 1:</b> <a href="#">Unit 1, Lesson 8, pp. 58–63</a> <a href="#">Unit 2, Lesson 8, pp. 141–144</a> <a href="#">Unit 5, Lesson 10, pp. 387–390</a> <a href="#">Unit 7, Lesson 10, pp. 96–98</a>
W.3.2.b	Write informative/explanatory texts to examine a topic and	<b>Level 1:</b> <a href="#">Unit 2, Lesson 10, pp. 151–153</a>

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	convey ideas and information clearly. Develop the topic with facts, definitions, and details.	<a href="#">Unit 4, Lesson 2, pp. 254–255</a> <a href="#">Unit 7, Lesson 10, pp. 96–100</a>
W.3.2.c	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	<b>Level 1:</b> <a href="#">Unit 7, Lesson 10, pp. 96–100</a> <a href="#">Unit 11, Lesson 10, pp. 448–452</a> <a href="#">Writing Project: Basic Paragraph, Lesson 2, pp. 11–12</a> <a href="#">Writing Project: Basic Paragraph, Lesson 4, p. 17</a> <a href="#">Writing Project: Problem and Solution, Lesson 8, pp. 33–35</a>
W.3.2.d	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Provide a concluding statement or section.	<b>Level 1:</b> <a href="#">Unit 3, Lesson 10, pp. 227–232</a> <a href="#">Unit 4, Lesson 6, p. 281</a> <a href="#">Unit 4, Lesson 10, pp. 301–303</a> <a href="#">Unit 5, Lesson 10, pp. 387–390</a> <a href="#">Writing Project: Shared Scientific Research, Lesson 7, pp. 27–28</a> <a href="#">Writing Project: Problem and Solution, Lesson 5, pp. 23–25</a> <a href="#">Writing Project: Problem and Solution, Lesson 8, pp. 33–35</a>
W.3.3a	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	<b>Level 1:</b> <a href="#">Unit 12, Lesson 10, pp. 553–559</a> <a href="#">Writing Project: Firsthand and Secondhand Accounts, Lesson 5, pp. 26–30</a>  <b>Level 2:</b> <a href="#">Unit 9, Lesson 10, pp. 277–281</a> <a href="#">Unit 10, Lesson 10, pp. 371–376</a>
W.3.3b	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	<b>Level 1:</b> <a href="#">Unit 12, Lesson 10, pp. 553–559</a> <a href="#">Writing Project: Firsthand and Secondhand Accounts, Lesson 5, pp. 26–30</a>  <b>Level 2:</b> <a href="#">Unit 9, Lesson 10, pp. 277–281</a> <a href="#">Unit 10, Lesson 10, pp. 371–376</a>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
W.3.3c	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use temporal words and phrases to signal event order.	<b>Level 1:</b> <a href="#">Writing Project: Basic Paragraph, Lesson 3, pp. 13–16</a> <a href="#">Writing Project: Basic Paragraph, Lesson 4, p. 17</a> <a href="#">Writing Project: Firsthand and Secondhand Accounts, Lesson 3, pp. 16–18</a> <a href="#">Writing Project: Firsthand and Secondhand Accounts, Lesson 5, pp. 26–30</a>
W.3.3d	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Provide a sense of closure.	<b>Level 1:</b> <a href="#">Unit 12, Lesson 10, pp. 553–559</a> <a href="#">Writing Project: Basic Paragraph, Lesson 3, pp. 13–16</a> <a href="#">Writing Project: Basic Paragraph, Lesson 4, p. 17</a> <a href="#">Writing Project: Firsthand and Secondhand Accounts, Lesson 5, pp. 26–30</a> <b>Level 2:</b> <a href="#">Unit 9, Lesson 10, pp. 277–281</a> <a href="#">Unit 10, Lesson 10, pp. 371–376</a>
W.5.1a	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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>Level 1:</b> <a href="#">Unit 6, Lesson 10, pp. 468–472</a> <a href="#">Writing Project: Argument, Lesson 6, pp. 25–26</a> <b>Level 2:</b> <a href="#">Unit 3, Lesson 10, pp. 270–275</a> <a href="#">Unit 7, Lesson 10, pp. 74–77</a> <a href="#">Writing Project: Argument, Lesson 3, pp. 12–14</a>
W.5.1b	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide logically ordered reasons that are supported by facts and details.	<b>Level 1:</b> <a href="#">Writing Project: Argument, Lesson 6, pp. 25–26</a> <b>Level 2:</b> <a href="#">Unit 3, Lesson 10, pp. 270–275</a> <a href="#">Unit 7, Lesson 10, pp. 74–77</a> <a href="#">Writing Project: Argument, Lesson 3, pp. 12–14</a>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
W.5.1c	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	<b>Level 1:</b> <a href="#">Unit 6, Lesson 10, pp. 468–472</a> <a href="#">Writing Project: Argument, Lesson 7, pp. 27–30</a>  <b>Level 2:</b> <a href="#">Writing Project: Argument, Lesson 8, 23–24</a>
W.5.1d	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide a concluding statement or section related to the opinion presented.	<b>Level 1:</b> <a href="#">Unit 6, Lesson 10, pp. 468–472</a>  <b>Level 2:</b> <a href="#">Unit 3, Lesson 10, pp. 270–275</a> <a href="#">Writing Project: Argument, Lesson 3, pp. 12–14</a>
W.5.2a	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	<b>Level 2:</b> <a href="#">Unit 11, Lesson 10, pp. 460–463</a> <a href="#">Writing Project: Informational, Lesson 6, pp. 17–18</a> <a href="#">Writing Project: Informational, Lesson 8, pp. 22–24</a> <a href="#">Writing Project: Informational, Lesson 10, pp. 27–29</a> <a href="#">Writing Project: Compare and Contrast Thematic Literature, Lesson 4, pp. 23–27</a>
W.5.2b	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	<b>Level 1:</b> <a href="#">Unit 8, Lesson 10, pp. 179–182</a> <a href="#">Unit 10, Lesson 10, pp. 362–366</a> <a href="#">Unit 11, Lesson 10, pp. 448–452</a>  <b>Level 2:</b> <a href="#">Writing Project: Compare and Contrast Thematic Literature, Lesson 4, pp. 23–27</a>
W.5.2c	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	<b>Level 2:</b> <a href="#">Unit 4, Lesson 10, pp. 355–358</a> <a href="#">Writing Project: Compare and Contrast Fiction and Nonfiction, Lesson 4, pp. 35–36</a> <a href="#">Writing Project: Compare and Contrast Thematic Literature, Lesson 4,</a>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
		<a href="#">pp. 23–27</a> <a href="#">Writing Project: Cause and Effect, Lesson 8, pp. 20–21</a> <a href="#">Writing Project: Cause and Effect, Lesson 9, pp. 22–24</a>
W.5.2d	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p><b>Level 1:</b></p> <p><a href="#">Unit 8, Lesson 10, pp. 179–182</a>  <a href="#">Unit 10, Lesson 10, pp. 362–366</a>  <a href="#">Unit 11, Lesson 10, pp. 448–452</a></p> <p><b>Level 2:</b></p> <p><a href="#">Writing Project: Career Documents, Lesson 3, pp. 14–16</a></p>
W.5.2e	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Provide a concluding statement or section related to the information or explanation presented.</p>	<p><b>Level 1:</b></p> <p><a href="#">Unit 11, Lesson 10, pp. 448–452</a></p> <p><b>Level 2:</b></p> <p><a href="#">Unit 4, Lesson 10, pp. 355–360</a>  <a href="#">Unit 11, Lesson 10, pp. 460–463</a></p>
W.5.3a	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p><b>Level 1:</b></p> <p><a href="#">Unit 9, Lesson 10, pp. 276–283</a>  <a href="#">Unit 12, Lesson 10, pp. 553–559</a></p> <p><b>Level 2:</b></p> <p><a href="#">Unit 9, Lesson 10, pp. 277–281</a>  <a href="#">Unit 10, Lesson 10, pp. 370–376</a></p>
W.5.3b	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p>	<p><b>Level 1:</b></p> <p><a href="#">Writing Project: Firsthand and Secondhand Accounts, Lesson 5, pp. 26–30</a>  <a href="#">Writing Project: Thematic Literature, Lesson 7, pp. 26–30</a></p> <p><b>Level 2:</b></p> <p><a href="#">Unit 9, Lesson 7, pp. 252–253</a></p>



Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
		<a href="#">Unit 10, Lesson 10, pp. 277–281</a> <a href="#">Writing Project: Narrative, Lesson 7, pp. 20–22</a>
W.5.3c	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	<b>Level 1:</b> <a href="#">Writing Project: Firsthand and Secondhand Accounts, Lesson 5, pp. 26–30</a>  <b>Level 2:</b> <a href="#">Unit 4, Lesson 7, pp. 339–340</a>
W.5.3d	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  Use concrete words and phrases and sensory details to convey experiences and events precisely	<b>Level 1:</b> <a href="#">Writing Project: Thematic Literature, Lesson 7, pp. 26–30</a> <a href="#">Unit 12, Lesson 10, pp. 553–559</a>  <b>Level 2:</b> <a href="#">Unit 2, Lesson 10, pp. 153–156</a> <a href="#">Unit 9, Lesson 10, pp. 277–281</a>
W.5.3e	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  Provide a conclusion that follows from the narrated experiences or events.	<b>Level 1:</b> <a href="#">Unit 12, Lesson 10, pp. 553–559</a>  <b>Level 2:</b> <a href="#">Unit 9, Lesson 10, pp. 277–281</a> <a href="#">Unit 10, Lesson 10, pp. 370–376</a>
W.6.1a	Write arguments to support claims with clear reasons and relevant evidence.  Introduce claim(s) and organize the reasons and evidence clearly.	<b>Level 1:</b> <a href="#">Unit 6, Lesson 10, pp. 468–472</a> <a href="#">Writing Project: Argument, Lesson 6, pp. 25–26</a>  <b>Level 2:</b> <a href="#">Unit 3, Lesson 10, pp. 270–275</a> <a href="#">Unit 7, Lesson 10, pp. 74–77</a> <a href="#">Writing Project: Argument, Lesson 3, pp. 12–14</a>
W.6.1b	Write arguments to support claims with clear reasons and relevant evidence.	<b>Level 1:</b> <a href="#">Writing Project: Argument, Lesson 6, pp. 25–26</a>

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	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	<b>Level 2:</b> <a href="#">Unit 3, Lesson 10, pp. 270–275</a> <a href="#">Unit 7, Lesson 10, pp. 74–77</a> <a href="#">Writing Project: Argument, Lesson 3, pp. 12–14</a>
W.6.1c	Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	<b>Level 1:</b> <a href="#">Unit 6, Lesson 10, pp. 468–472</a> <a href="#">Writing Project: Argument, Lesson 7, pp. 27–30</a>  <b>Level 2:</b> <a href="#">Writing Project: Argument, Lesson 8, 23–24</a>
W.6.1d	Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style.	<b>Level 2:</b> <a href="#">Unit 9, Lesson 5, p. 239</a> <a href="#">Unit 10, Lesson 5, p. 330</a>
W.6.1e	Write arguments to support claims with clear reasons and relevant evidence. Provide a concluding statement or section that follows from the argument presented.	<b>Level 2:</b> <a href="#">Unit 7, Lesson 10, pp. 74–77</a> <a href="#">Writing Project: Argument, Lesson 3, pp. 12–14</a> <a href="#">Writing Project: Argument, Lesson 7, pp. 21–22</a> <a href="#">Unit 9, Lesson 5, p. 239</a>
W.6.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic <b>or thesis statement</b> ; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. <b>CA</b>	<b>Level 2:</b> <a href="#">Unit 5, Lesson 10, pp. 443–447</a> <a href="#">Unit 6, Lesson 7, p. 520–521</a> <a href="#">Unit 11, Lesson 10, pp. 460–463</a> <a href="#">Writing Project: Cause and Effect, Lesson 4, pp. 12–14</a> <a href="#">Writing Project: Literary Analysis, Lesson 4, pp. 21–25</a>
W.6.2b	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete	<b>Level 1:</b> <a href="#">Unit 8, Lesson 10, pp. 179–182</a> <a href="#">Unit 10, Lesson 10, pp. 362–366</a> <a href="#">Unit 11, Lesson 10, pp. 448–452</a>

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	details, quotations, or other information and examples.	<b>Level 2:</b> <a href="#">Writing Project: Informational, Lesson 4, pp. 22–24</a> <a href="#">Writing Project: Literary Analysis, Lesson 5, pp. 26–29</a> <a href="#">Unit 11, Lesson 10, pp. 460–464</a>
W.6.2c	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  Use appropriate transitions to clarify the relationships among ideas and concepts.	<b>Level 2:</b> <a href="#">Unit 4, Lesson 7, pp. 339–340</a> <a href="#">Writing Project: Compare and Contrast Fiction and Nonfiction, Lesson 4, pp. 35–36</a> <a href="#">Writing Project: Compare and Contrast Thematic Literature, Lesson 4, pp. 23–27</a> <a href="#">Writing Project: Cause and Effect, Lesson 9, pp. 22–24</a>
W.6.2d	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  Use precise language and domain-specific vocabulary to inform about or explain the topic.	<b>Level 2:</b> <a href="#">Writing Project: Career Documents, Lesson 3, pp. 14–16</a> <a href="#">Writing Project: Literary Analysis, Lesson 5, pp. 26–27</a> <a href="#">Writing Project: Compare and Contrast Fiction and Nonfiction, Lesson 9, pp. 35–36</a>
W.6.2e	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  Establish and maintain a formal style.	<b>Level 2:</b> <a href="#">Writing Project: Career Documents, Lesson 3, pp. 14–15</a> <a href="#">Writing Project: Career Documents, Lesson 3, pp. 17–20</a> <a href="#">Writing Project: Literary Analysis, Lesson 6, p. 34</a>
W.6.2f	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  Provide a concluding statement or section that follows from the information or explanation presented.	<b>Level 2:</b> <a href="#">Unit 4, Lesson 10, pp. 355–360</a> <a href="#">Unit 5, Lesson 10, pp. 443–447</a> <a href="#">Unit 6, Lesson 10, pp. 544–550</a> <a href="#">Unit 11, Lesson 10, pp. 460–463</a>
W.6.3a	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event	<b>Level 1:</b> <a href="#">Unit 9, Lesson 10, pp. 276–283</a> <a href="#">Unit 12, Lesson 10, pp. 553–559</a>

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	sequence that unfolds naturally and logically.	<b>Level 2:</b> <a href="#">Unit 9, Lesson 10, pp. 277–281</a> <a href="#">Unit 10, Lesson 10, pp. 370–376</a> <a href="#">Writing Project: Narrative, Lesson 6, pp. 16–19</a>
W.6.3b	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	<b>Level 2:</b> <a href="#">Unit 9, Lesson 7, pp. 252–253</a> <a href="#">Unit 9, Lesson 10, pp. 277–281</a> <a href="#">Writing Project: Narrative, Lesson 3, pp. 8–11</a> <a href="#">Writing Project: Narrative, Lesson 4, pp. 12–13</a> <a href="#">Writing Project: Narrative, Lesson 6, pp. 16–19</a> <a href="#">Writing Project: Narrative, Lesson 7, pp. 20–22</a>
W.6.3c	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	<b>Level 2:</b> <a href="#">Unit 4, Lesson 7, pp. 339–340</a> <a href="#">Unit 10, Lesson 10, p. 370–376</a> <a href="#">Writing Project: Narrative, Lesson 6, pp. 16–19</a>
W.6.3d	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	<b>Level 2:</b> <a href="#">Unit 2, Lesson 10, pp. 153–156</a> <a href="#">Unit 9, Lesson 10, pp. 277–281</a> <a href="#">Unit 10, Lesson 10, pp. 370–376</a> <a href="#">Writing Project: Narrative, Lesson 6, pp. 16–19</a>
W.6.3e	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  Provide a conclusion that follows from the narrated experiences or events.	<b>Level 2:</b> <a href="#">Unit 9, Lesson 10, pp. 277–281</a> <a href="#">Unit 10, Lesson 10, pp. 320–376</a> <a href="#">Writing Project: Narrative, Lesson 4, pp. 12–13</a> <a href="#">Writing Project: Narrative, Lesson 6, pp. 16–19</a>
W.7.1a	Write arguments to support claims with clear reasons and relevant evidence.	<b>Level 2:</b> <a href="#">Unit 7, Lesson 10, pp. 74–77</a>

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	Introduce claim(s), acknowledge <b>and address</b> alternate or opposing claims, and organize the reasons and evidence logically. <b>CA</b>	<a href="#">Writing Project: Argument, Lesson 3, pp. 12–14</a> <a href="#">Writing Project: Argument, Lesson 7, pp. 21–22</a> <a href="#">Unit 10, Lesson 5, p. 330</a>
W.7.1b	Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) <b>or counterarguments</b> with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. <b>CA</b>	<b>Level 2:</b> <a href="#">Unit 7, Lesson 10, pp. 74–77</a> <a href="#">Writing Project: Argument, Lesson 3, pp. 12–14</a> <a href="#">Writing Project: Argument, Lesson 7, pp. 21–22</a> <a href="#">Unit 10, Lesson 5, p. 330</a>
W.7.1c	Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	<b>Level 2:</b> <a href="#">Writing Project: Argument, Lesson 7, pp. 21–22</a> <a href="#">Writing Project: Argument, Lesson 8, pp. 23–24</a> <a href="#">Unit 7, Lesson 10, pp. 74–77</a> <a href="#">Unit 11, Lesson 5, p. 423</a>
W.7.1d	Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style.	<b>Level 2:</b> <a href="#">Unit 9, Lesson 5, p. 239</a> <a href="#">Unit 10, Lesson 5, p. 330</a>
W.7.1e	Write arguments to support claims with clear reasons and relevant evidence. Provide a concluding statement or section that follows from and supports the argument presented.	<b>Level 2:</b> <a href="#">Unit 7, Lesson 10, pp. 74–77</a> <a href="#">Writing Project: Argument, Lesson 3, pp. 12–14</a> <a href="#">Writing Project: Argument, Lesson 7, pp. 21–22</a> <a href="#">Unit 9, Lesson 5, p. 239</a>
W.7.3a	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	<b>Level 2:</b> <a href="#">Unit 9, Lesson 10, pp. 277–281</a> <a href="#">Unit 10, Lesson 10, pp. 370–376</a> <a href="#">Writing Project: Narrative, Lesson 6, pp. 16–19</a>
W.7.3b	Write narratives to develop real or imagined experiences or	<b>Level 2:</b>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
	<p>events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>	<p><a href="#">Unit 9, Lesson 10, pp. 277–281</a>  <a href="#">Unit 10, Lesson 10, pp. 370–376</a>  <a href="#">Writing Project: Narrative, Lesson 3, pp. 8–11</a>  <a href="#">Writing Project: Narrative, Lesson 4, pp. 12–13</a>  <a href="#">Writing Project: Narrative, Lesson 6, pp. 16–19</a>  <a href="#">Writing Project: Narrative, Lesson 7, pp. 20–22</a></p>
W.7.3c	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>	<p><b>Level 2:</b>  <a href="#">Writing Project: Narrative, Lesson 6, pp. 16–19</a>  <a href="#">Unit 4, Lesson 7, pp. 339–340</a>  <a href="#">Unit 10, Lesson 10, pp. 370–376</a></p>
W.7.3d	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>	<p><b>Level 2:</b>  <a href="#">Unit 9, Lesson 10, pp. 277–281</a>  <a href="#">Unit 10, Lesson 10, pp. 370–376</a>  <a href="#">Writing Project: Narrative, Lesson 6, pp. 16–19</a></p>
W.7.3e	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p><b>Level 2:</b>  <a href="#">Unit 9, Lesson 10, pp. 271–281</a>  <a href="#">Unit 10, Lesson 10, pp. 370–376</a>  <a href="#">Writing Project: Narrative, Lesson 4, pp. 12–13</a>  <a href="#">Writing Project: Narrative, Lesson 6, pp. 16–19</a></p>
W.8.2a	<p>Write informative/explanatory texts, <b>including career development documents (e.g., simple business letters and job applications)</b>, to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <b>CA</b></p> <p>Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader</p>	<p><b>Level 2:</b>  <a href="#">Unit 5, Lesson 10, pp. 443–447</a>  <a href="#">Unit 6, Lesson 7, pp. 520–521</a>  <a href="#">Writing Project: Literary Analysis, Lesson 4, pp. 21–25</a>  <a href="#">Writing Project: Cause and Effect, Lesson 4, pp. 12–14</a>  <a href="#">Writing Project: Career Documents, Lesson 2, pp. 5–11</a>  <a href="#">Writing Project: Career Documents, Lesson 4, pp. 17–20</a></p>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
	categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA	
W.8.2b	Write informative/explanatory texts, <b>including career development documents (e.g., simple business letters and job applications)</b> , to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	<b>Level 2:</b> <a href="#">Unit 5, Lesson 10, pp. 443–447</a> <a href="#">Unit 6, Lesson 10, pp. 544–550</a> <a href="#">Writing Project: Career Documents, Lesson 3, pp. 12–16</a> <a href="#">Writing Project: Career Documents, Lesson 4, pp. 17–20</a>
W.8.2c	Write informative/explanatory texts, <b>including career development documents (e.g., simple business letters and job applications)</b> , to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	<b>Level 2:</b> <a href="#">Unit 4, Lesson 7, pp. 339–340</a> <a href="#">Unit 5, Lesson 10, pp. 443–447</a> <a href="#">Writing Project: Career Documents, Lesson 3, pp. 12–16</a> <a href="#">Writing Project: Career Documents, Lesson 4, pp. 17–20</a>
W.8.2d	Write informative/explanatory texts, <b>including career development documents (e.g., simple business letters and job applications)</b> , to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA Use precise language and domain-specific vocabulary to inform about or explain the topic.	<b>Level 2:</b> <a href="#">Writing Project: Career Documents, Lesson 3, pp. 12–16</a> <a href="#">Writing Project: Career Documents, Lesson 4, pp. 17–20</a> <a href="#">Unit 5, Lesson 10, pp. 443–447</a> <a href="#">Unit 6, Lesson 10, pp. 544–550</a>
W.8.2e	Write informative/explanatory texts, <b>including career development documents (e.g., simple business letters and job applications)</b> , to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA Establish and maintain a formal style.	<b>Level 2:</b> <a href="#">Writing Project: Career Documents, Lesson 3, pp. 12–16</a> <a href="#">Writing Project: Career Documents, Lesson 4, pp. 17–20</a> <a href="#">Writing Project: Literary Analysis, Lesson 6, p. 34</a>
W.8.2f	Write informative/explanatory texts, <b>including career development documents (e.g., simple business letters and job</b>	<b>Level 2:</b> <a href="#">Writing Project: Career Documents, Lesson 3, pp. 12–16</a>

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	<p><b>applications</b>), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <b>CA</b></p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p><a href="#">Writing Project: Career Documents, Lesson 4, pp. 17–20</a>  <a href="#">Unit 5, Lesson 10, pp. 443–447</a>  <a href="#">Unit 6, Lesson 10, pp. 544–550</a></p>
	<b>Production and Distribution of Writing</b>	
W.1.5	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.	<p><b>Level 1:</b>  <a href="#">Unit 5, Lesson 10, pp. 387–390</a>  <a href="#">Unit 8, Lesson 10, pp. 179–180</a>  <a href="#">Unit 9, Lesson 10, pp. 268–269</a></p>
W.3.4	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.)	<p><b>Level 1:</b>  <a href="#">Unit 2, Lesson 9, pp. 149–150</a>  <a href="#">Unit 9, Lesson 10, pp. 268–269</a>  <a href="#">Unit 10, Lesson 10, pp. 362–366</a></p>
W.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 3.)	<p><b>Level 1:</b>  <a href="#">Unit 5, Lesson 10, pp. 387–392</a>  <a href="#">Writing Project: Basic Paragraph, Lesson 2, pp. 7–12</a>  <a href="#">Writing Project: Basic Paragraph, Lesson 3, pp. 13–15</a>  <a href="#">Writing Project: Basic Paragraph, Lesson 5, pp. 18–21</a>  <a href="#">Writing Project: Firsthand and Secondhand Accounts, Lesson 7, pp. 35–37</a>  <a href="#">Writing Project: Firsthand and Secondhand Accounts, Lesson 9, pp. 41–42</a>  <a href="#">Writing Project: Compare and Contrast Fairy Tales, Lesson 5, pp. 25–28</a>  <a href="#">Writing Project: Compare and Contrast Fairy Tales, Lesson 8, pp. 36–37</a></p>
W.3.6	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.	<p><b>Level 1:</b>  <a href="#">Writing Project: Problem and Solution, Lesson 1, pp. 38–40</a>  <a href="#">Writing Project: Thematic Literature, Lesson 9, pp. 34–35</a>  <a href="#">Writing Project: Thematic Literature, Lesson 10, pp. 36–39</a>  <a href="#">Writing Project: Firsthand and Secondhand Accounts, Lesson 10, p. 43</a>  <a href="#">Writing Project: Career Documents, Lesson 5, pp. 19–20</a></p>



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W.4.6	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.	<p><b>Level 1:</b>  <a href="#">Writing Project: Firsthand and Secondhand Accounts, Lesson 10, p. 43</a>  <a href="#">Writing Project: Career Documents, Lesson 5, pp. 19–20</a></p> <p><b>Level 2:</b>  <a href="#">Writing Project: Informational, Lesson 10, pp. 27–29</a>  <a href="#">Writing Project: Argument, Lesson 10, pp. 27–29</a></p>
W.5.4	Produce clear and coherent writing ( <b>including multiple-paragraph texts</b> ) 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.) <b>CA</b>	<p><b>Level 2:</b>  <a href="#">Unit 11, Lesson 10, pp. 460–463</a>  <a href="#">Unit 12, Lesson 10, pp. 545–550</a>  <a href="#">Writing Project: Argument, Lesson 7, pp. 21–22</a></p>
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)	<p><b>Level 2:</b>  <a href="#">Writing Project: Narrative, Lesson 2, pp. 4–7</a>  <a href="#">Writing Project: Narrative, Lesson 4, pp. 12–13</a>  <a href="#">Writing Project: Narrative, Lesson 9, pp. 26–28</a>  <a href="#">Writing Project: Compare and Contrast Fiction and Nonfiction, Lesson 7, pp. 29–30</a>  <a href="#">Writing Project: Compare and Contrast Fiction and Nonfiction, Lesson 10, pp. 37–38</a>  <a href="#">Writing Project: Argument, Lesson 6, pp. 19–20</a>  <a href="#">Writing Project: Argument, Lesson 9, pp. 25–26</a></p>
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<p><b>Level 2:</b>  <a href="#">Unit 9, Lesson 10, pp. 277–281</a>  <a href="#">Unit 11, Lesson 10, pp. 460–463</a>  <a href="#">Unit 12, Lesson 10, pp. 545–550</a>  <a href="#">Writing Project: Argument, Lesson 7, pp. 21–22</a></p>
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)	<p><b>Level 2:</b>  <a href="#">Writing Project: Narrative, Lesson 2, pp. 4–7</a>  <a href="#">Writing Project: Narrative, Lesson 4, pp. 12–13</a>  <a href="#">Writing Project: Narrative, Lesson 9, pp. 26–28</a>  <a href="#">Writing Project: Compare and Contrast Fiction and Nonfiction, Lesson 7,</a></p>

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		<a href="#">pp. 29–30</a> <a href="#">Writing Project: Compare and Contrast Fiction and Nonfiction, Lesson 10, pp. 37–38</a> <a href="#">Writing Project: Argument, Lesson 2, pp. 19–20</a> <a href="#">Writing Project: Argument, Lesson 9, pp. 25–26</a>
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	<b>Level 2:</b> <a href="#">Writing Project: Argument, Lesson 5, pp. 17–18</a> <a href="#">Writing Project: Argument, Lesson 10, pp. 27–28</a> <a href="#">Writing Project: Informational, Lesson 10, pp. 27–29</a> <a href="#">Writing Project: Compare and Contrast Fiction and Nonfiction, Lesson 2, pp. 12–13</a> <a href="#">Writing Project: Compare and Contrast Fiction and Nonfiction, Lesson 10, pp. 37–40</a>
	<b>Research to Build and Present Knowledge</b>	
W.2.7	Participate in shared research and Writing Project (e.g., read a number of books on a single topic to produce a report; record science observations).	<b>Level 1:</b> <a href="#">Writing Project: Basic Paragraph, Lesson 2, pp. 7–12</a> <a href="#">Writing Project: Basic Paragraph, Lesson 3, pp. 13–16</a> <a href="#">Writing Project: Shared Scientific Research, Lesson 2, pp. 10–12</a> <a href="#">Writing Project: Shared Scientific Research, Lesson 6, pp. 25–26</a> <a href="#">Writing Project: Shared Scientific Research, Lesson 7, pp. 27–29</a> <a href="#">Writing Project: Problem and Solution, Lesson 5, pp. 23–25</a> <a href="#">Writing Project: Firsthand and Secondhand Accounts, Lesson 4, pp. 19–25</a>
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	<b>Level 1:</b> <a href="#">Unit 3, Lesson 10, pp. 227–232</a> <a href="#">Unit 7, Lesson 10, pp. 96–100</a> <a href="#">Unit 8, Lesson 10, pp. 179–182</a>
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	<b>Level 1:</b> <a href="#">Unit 4, Lesson 10, pp. 298–300</a> <a href="#">Unit 6, Lesson 10, pp. 468–472</a> <a href="#">Unit 7, Lesson 10, pp. 96–100</a>

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		<a href="#">Unit 8, Lesson 10, pp. 166–172</a>
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	<b>Level 1:</b> <a href="#">Writing Project: Shared Scientific Research, Lesson 2, pp. 10–12</a> <a href="#">Writing Project: Problem and Solution, Lesson 6, pp. 26–28</a> <a href="#">Writing Project: Career Documents, Lesson 1, pp. 1–4</a>
W.4.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research.  Apply grade 4 Reading standards to literature (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>Level 2:</b> <a href="#">Unit 1, Lesson 5, pp. 38–39</a> <a href="#">Unit 2, Lesson 5, pp. 119–121</a> <a href="#">Unit 7, Lesson 5, p. 41</a>
W.4.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research.  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”).	<b>Level 1:</b> <a href="#">Unit 8, Lesson 5, pp. 179–182</a> <a href="#">Unit 11, Lesson 10, pp. 448–452</a>  <b>Level 2:</b> <a href="#">Unit 5, Lesson 10, pp. 443–447</a>
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	<b>Level 1:</b> <a href="#">Unit 8, Lesson 5, pp. 179–182</a> <a href="#">Unit 11, Lesson 10, pp. 448–452</a>  <b>Level 2:</b> <a href="#">Writing Project: Informational, Lesson 2, pp. 7–8</a> <a href="#">Writing Project: Informational, Lesson 5, pp. 15–16</a> <a href="#">Writing Project: Compare and Contrast Fiction and Nonfiction, Lesson 2, pp. 11–13</a> <a href="#">Writing Project: Argument, Lesson 5, pp. 17–18</a> <a href="#">Writing Project: Cause and Effect, Lesson 6, p. 17</a>
W.5.8	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	<b>Level 2:</b> <a href="#">Writing Project: Informational, Lesson 5, pp. 15–16</a> <a href="#">Writing Project: Compare and Contrast Fiction and Nonfiction, Lesson 2,</a>

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	list of sources.	<a href="#">pp. 11–13</a> <a href="#">Writing Project: Argument, Lesson 5, pp. 17–18</a> <a href="#">Writing Project: Cause and Effect, Lesson 6, p. 17</a>
W.5.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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>Level 2:</b> <a href="#">Unit 6, Lesson 3, pp. 477–481</a> <a href="#">Unit 6, Lesson 5, p. 492</a> <a href="#">Unit 9, Lesson 3, pp. 258–262</a> <a href="#">Unit 12, Lesson 5, p. 511</a> <a href="#">Unit 12, Lesson 8, pp. 531–535</a> <a href="#">Unit 12, Lesson 10, pp. 545–550</a>
W.5.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]”).	<b>Level 2:</b> <a href="#">Unit 5, Lesson 10, pp. 443–447</a> <a href="#">Writing Project: Informational, Lesson 3, pp. 9–11</a> <a href="#">Writing Project: Informational, Lesson 4, pp. 12–14</a> <a href="#">Writing Project: Informational, Lesson 5, pp. 15–16</a> <a href="#">Writing Project: Cause and Effect, Lesson 3, pp. 9–11</a> <a href="#">Writing Project: Cause and Effect, Lesson 5, p. 17</a>
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<b>Level 1:</b> <a href="#">Writing Project: Firsthand and Secondhand Accounts, Lesson 6, pp. 31–34</a> <a href="#">Writing Project: Problem and Solution, Lesson 6, pp. 26–28</a> <b>Level 2:</b> <a href="#">Writing Project: Argument, Lesson 5, pp. 17–18</a>
W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	<b>Level 1:</b> <a href="#">Writing Project: Firsthand and Secondhand Accounts, Lesson 6, pp. 31–34</a> <a href="#">Writing Project: Compare and Contrast Fairy Tales, Lesson 5, pp. 25–28</a> <b>Level 2:</b> <a href="#">Writing Project: Compare and Contrast Fiction and Nonfiction, Lesson 2,</a>

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		<a href="#">pp. 10–13</a> <a href="#">Writing Project: Literary Analysis, Lesson 5, pp. 26–29</a>
W.6.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).	<b>Level 1:</b> <a href="#">Writing Project: Compare and Contrast Fairy Tales, Lesson 7, pp. 33–35</a> <b>Level 2:</b> <a href="#">Unit 3, Lesson 7, pp. 240–241</a> <a href="#">Unit 9, Lesson 8, pp. 258–262</a> <a href="#">Writing Project: Compare and Contrast Fiction and Nonfiction, Lesson 1, pp. 1–15</a> <a href="#">Writing Project: Compare and Contrast Fiction and Nonfiction, Lesson 2, pp. 16–18</a> <a href="#">Writing Project: Compare and Contrast Fiction and Nonfiction, Lesson 3, pp. 19–22</a>
W.6.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	<b>Level 2:</b> <a href="#">Unit 5, Lesson 10, pp. 443–448</a> <a href="#">Unit 6, Lesson 7, pp. 514–521</a> <a href="#">Unit 6, Lesson 8, pp. 522–527</a> <a href="#">Unit 9, Lesson 3, pp. 221–225</a> <a href="#">Unit 10, Lesson 5, p. 330</a> <a href="#">Unit 10, Lesson 8, pp. 353–357</a>
W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	<b>Level 1:</b> <a href="#">Writing Project: Firsthand and Secondhand Accounts, Lesson 6, pp. 31–34</a> <a href="#">Writing Project: Compare and Contrast Fairy Tales, Lesson 5, pp. 25–28</a> <b>Level 2:</b> <a href="#">Writing Project: Narrative, Lesson 2, pp. 10–13</a> <a href="#">Writing Project: Narrative, Lesson 5, pp. 26–29</a>
W.7.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research.	<b>Level 2:</b> <a href="#">Unit 7, Lesson 3, pp. 240–246</a>

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	Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).	<a href="#">Writing Project: Compare and Contrast Fiction and Nonfiction, Lesson 1, pp. 1–9</a> <a href="#">Writing Project: Compare and Contrast Fiction and Nonfiction, Lesson 2, pp. 10–13</a> <a href="#">Writing Project: Compare and Contrast Fiction and Nonfiction, Lesson 1, pp. 19–24</a> <a href="#">Writing Project: Literary Analysis, Lesson 4, pp. 21–25</a>
W.7.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research.  Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).	<b>Level 2:</b> <a href="#">Unit 5, Lesson 10, pp. 443–448</a> <a href="#">Unit 6, Lesson 7, pp. 514–521</a> <a href="#">Unit 6, Lesson 8, pp. 522–527</a> <a href="#">Unit 9, Lesson 3, pp. 221–225</a> <a href="#">Unit 10, Lesson 8, pp. 353–357</a>
W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	<b>Level 2:</b> <a href="#">Writing Project: Compare and Contrast Fiction and Nonfiction, Lesson 2, pp. 10–13</a> <a href="#">Writing Project: Argument, Lesson 5, pp. 17–18</a> <a href="#">Writing Project: Informational, Lesson 5, pp. 15–16</a>
W.8.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research.  Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).	<b>Level 2:</b> <a href="#">Unit 9, Lesson 8, pp. 258–262</a> <a href="#">Unit 9, Lesson 9, pp. 263–274</a> <a href="#">Writing Project: Compare and Contrast Thematic Literature, Lesson 2, pp. 16–18</a> <a href="#">Writing Project: Compare and Contrast Thematic Literature, Lesson 3, pp. 19–22</a> <a href="#">Writing Project: Literary Analysis, Lesson 3, pp. 17–20</a>
W.8.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research.  Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a	<b>Level 2:</b> <a href="#">Writing Project: Informational Lesson 3, pp. 9–11</a> <a href="#">Writing Project: Informational Lesson 4, pp. 12–14</a> <a href="#">Writing Project: Argument Lesson 1, pp. 1–8</a>

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	text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).	
	<b>Range of Writing</b>	
W.2.10	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. CA	<b>Level 1:</b> <a href="#">Writing Project: Basic Paragraph, Lesson 2, pp. 7–12</a> <a href="#">Writing Project: Basic Paragraph, Lesson 3, pp. 13–16</a> <a href="#">Writing Project: Basic Paragraph, Lesson 4, p. 17</a>  <b>Level 2:</b> <a href="#">Unit 3, Lesson 5, p. 207</a> <a href="#">Unit 4, Lesson 10, pp. 355–359</a>
W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<b>Level 1:</b> <a href="#">Unit 10, Lesson 10, pp. 370–376</a> <a href="#">Unit 11, Lesson 10, pp. 460–464</a> <a href="#">Writing Project: Problem and Solution, Lesson 8, pp. 33–35</a> <a href="#">Writing Project: Firsthand and Secondhand Accounts, Lesson 7, pp. 35–37</a>
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<b>Level 2:</b> <a href="#">Unit 10, Lesson 10, pp. 370–377</a> <a href="#">Unit 11, Lesson 10, pp. 460–464</a> <a href="#">Unit 12, Lesson 5, p. 511</a> <a href="#">Unit 12, Lesson 10, pp. 545–551</a> <a href="#">Writing Project: Argument, Lesson 3, pp. 12–14</a> <a href="#">Writing Project: Argument, Lesson 7, pp. 21–27</a> <a href="#">Writing Project: Informational, Lesson 8, pp. 22–24</a>
W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<b>Level 2:</b> <a href="#">Unit 10, Lesson 10, pp. 370–377</a> <a href="#">Unit 11, Lesson 10, pp. 460–464</a> <a href="#">Unit 12, Lesson 5, p. 511</a> <a href="#">Unit 12, Lesson 10, pp. 545–551</a>

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		<a href="#">Writing Project: Argument, Lesson 3, pp. 12–14</a> <a href="#">Writing Project: Argument, Lesson 7, pp. 21–27</a> <a href="#">Writing Project: Informational, Lesson 8, pp. 22–24</a>
	<b>SPEAKING AND LISTENING</b>	
	<b>Comprehension and Collaboration</b>	
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <b>a. Give, restate, and follow simple two-step directions. CA</b>	<b>Level 1:</b> <a href="#">Unit 1, Lesson 3, p. 26</a> <a href="#">Unit 1, Lesson 6, p. 44</a> <a href="#">Unit 2, Lesson 6, p. 123</a>
SL.2.1b	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others’ talk in conversations by linking their comments to the remarks of others.	<b>Level 1:</b> <a href="#">Unit 1, Lesson 1, p. 5</a> <a href="#">Unit 2, Lesson 1, p. 81</a> <a href="#">Unit 2, Lesson 10, p. 154</a> <a href="#">Poster, Collegial Discussion</a>
SL.2.1c	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.	<b>Level 1:</b> <a href="#">Unit 1, Lesson 1, p. 5</a> <a href="#">Unit 2, Lesson 1, p. 81</a> <a href="#">Unit 2, Lesson 10, p. 154</a> <a href="#">Poster, Collegial Discussion</a>
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <b>a. Give and follow three- and four-step oral directions. CA</b>	<b>Level 1:</b> <a href="#">Unit 1, Lesson 3, p. 26</a> <a href="#">Unit 4, Lesson 4, p. 263</a> <a href="#">Unit 5, Lesson 4, p. 340</a>
SL.3.1a	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. Come to discussions prepared, having read or studied required	<b>Level 1:</b> <a href="#">Unit 5, Lesson 1, p. 311</a> <a href="#">Unit 5 Background Information</a> <a href="#">Unit 7, Lesson 1, p. 5</a> <a href="#">Unit 7 Background Information</a>



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	material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	<a href="#">Unit 8, Lesson 1, p. 109</a> <a href="#">Unit 8 Background Information</a>
SL.3.1b	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.  Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	<b>Level 1:</b> <a href="#">Unit 5, Lesson 1, p. 311</a> <a href="#">Unit 7, Lesson 1, p. 5</a> <a href="#">Unit 8, Lesson 1, p. 109</a> <a href="#">Writing Project: Basic Paragraph, Lesson 1, p. 6</a> <a href="#">Poster, Class Discussion Rules</a>
SL.3.1c	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.  Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	<b>Level 1:</b> <a href="#">Unit 5, Lesson 1, p. 311</a> <a href="#">Unit 7, Lesson 1, p. 5</a> <a href="#">Unit 8, Lesson 1, p. 109</a> <a href="#">Writing Project: Basic Paragraph, Lesson 1, p. 6</a> <a href="#">Poster, Collegial Discussion</a>
SL.3.1d	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.  Explain their own ideas and understanding in light of the discussion.	<b>Level 1:</b> <a href="#">Unit 5, Lesson 1, p. 311</a> <a href="#">Unit 7, Lesson 1, p. 5</a> <a href="#">Unit 8, Lesson 1, p. 109</a> <a href="#">Writing Project: Basic Paragraph, Lesson 1, p. 6</a> <a href="#">Poster, Collegial Discussion</a>
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.	<b>Level 1:</b> <a href="#">Unit 1, Lesson 9, pp. 69–70</a> <a href="#">Unit 3, Lesson 9, pp. 222–225</a> <a href="#">Unit 4, Lesson 7, pp. 283–288</a>
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	<b>Level 1:</b> <a href="#">Writing Project: Shared Scientific Research, Lesson 9, p. 32</a>  <b>Level 2:</b> <a href="#">Unit 1, Lesson 1, p. 5</a>

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		<a href="#">Unit 2, Lesson 1, p. 81</a> <a href="#">Unit 3, Lesson 1, p. 163</a> <a href="#">Unit 6, Lesson 8, pp. 525–526</a>
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<b>Level 1:</b> <a href="#">Unit 2, Lesson 10, p. 152</a> <a href="#">Writing Project: Basic Paragraph, Lesson 1, p. 6</a> <a href="#">Writing Project: Basic Paragraph, Lesson 2, p. 8</a> <a href="#">Writing Project: Basic Paragraph, Lesson 3, p. 14</a> <a href="#">Writing Project: Shared Scientific Research, Lesson 9, p. 32</a>
SL.4.3	Identify the reasons and evidence a speaker <b>or media source</b> provides to support particular points. <b>CA</b>	<b>Level 1:</b> <a href="#">Writing Project: Shared Scientific Research, Lesson 9, p. 32</a>  <b>Level 2:</b> <a href="#">Unit 4, Lesson 1, p. 281</a> <a href="#">Unit 4A Text Training Video</a> <a href="#">Unit 4, Lesson 6, p. 321</a> <a href="#">Unit 4B Text Training Video</a> <a href="#">Unit 5, Lesson 1, p. 367</a> <a href="#">Unit 5 Text Training Video</a> <a href="#">Unit 6, Lesson 1, p. 455</a> <a href="#">Unit 6 Text Training Video</a> <a href="#">Unit 6, Lesson 8, pp. 525–526</a>
SL.5.1a	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	<b>Level 2:</b> <a href="#">Unit 2, Lesson 1, p. 81</a> <a href="#">Unit 2 Background Information</a> <a href="#">Unit 3, Lesson 1, p. 163</a> <a href="#">Unit 3 Background Information</a> <a href="#">Unit 4, Lesson 1, p. 282</a> <a href="#">Unit 4 Background Information</a>
SL.5.1b	Engage effectively in a range of collaborative discussions (one-on-	<b>Level 1:</b>

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	one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.  Follow agreed-upon rules for discussions and carry out assigned roles.	<a href="#">Writing Project: Basic Paragraph, Lesson 2, p. 9</a> <a href="#">Writing Project: Basic Paragraph, Lesson 3, p. 13–14</a> <a href="#">Writing Project: Compare and Contrast Fairy Tales, Lesson 3, p. 20; Lesson 9, p. 38</a> <a href="#">Writing Project: Argument, Lesson 2, pp. 15–16</a>  <b>Level 2:</b> <a href="#">Unit 2, Lesson 1, p. 81</a> <a href="#">Unit 2, Lesson 5, p. 122</a> <a href="#">Unit 3, Lesson 6, p. 213</a> <a href="#">Unit 3, Lesson 10, p. 276–277</a> <a href="#">Writing Project: Argument, Lesson 2, p. 10–11</a> <a href="#">Poster, Class Discussion Rules</a>
SL.5.1c	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.  Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	<b>Level 2:</b> <a href="#">Unit 2, Lesson 1, p. 81</a> <a href="#">Unit 2, Lesson 5, p. 122</a> <a href="#">Unit 3, Lesson 6, p. 213</a> <a href="#">Unit 3, Lesson 10, pp. 276–277</a> <a href="#">Poster, Collegial Discussion</a>
SL.5.1d	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.  Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	<b>Level 2:</b> <a href="#">Unit 2, Lesson 1, p. 81</a> <a href="#">Unit 2, Lesson 5, p. 122</a> <a href="#">Unit 3, Lesson 6, p. 213</a> <a href="#">Unit 3, Lesson 10, p. 276–277</a> <a href="#">Poster, Collegial Discussion</a>
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<b>Level 1:</b> <a href="#">Unit 7, Lesson 8, pp. 82, 86, 88, 90</a> <a href="#">Unit 10, Lesson 9, p. 358</a>
SL.5.3	Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence,	<b>Level 1:</b> <a href="#">Unit 6, Lesson 8, pp. 456–460</a>

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	and identify and analyze any logical fallacies. CA	<a href="#">Writing Project: Argument, Lesson 4, pp. 20–21</a>  <b>Level 2:</b> <a href="#">Unit 6, Lesson 8, pp. 525–527</a> <a href="#">Unit 6, Lesson 9, pp. 531–540</a> <a href="#">Writing Project: Argument, Lesson 4, p. 16</a>
SL.6.1a	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<b>Level 1:</b> <a href="#">Writing Project: Shared Scientific Research, Lesson 6, p. 25</a>  <b>Level 2:</b> <a href="#">Unit 7, Lesson 1, p. 5</a> <a href="#">Unit 7 Background Information</a> <a href="#">Unit 8, Lesson 1, p. 85</a> <a href="#">Unit 8 Background Information</a>
SL.6.1b	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>	<b>Level 1:</b> <a href="#">Writing Project: Basic Paragraph, Lesson 2, p. 9</a> <a href="#">Writing Project: Basic Paragraph, Lesson 3, p. 13–14</a> <a href="#">Writing Project: Compare and Contrast Fairy Tales, Lesson 3, p. 20; Lesson 9, p. 38</a> <a href="#">Writing Project: Argument, Lesson 2, pp. 15–16</a>  <b>Level 2:</b> <a href="#">Writing Project: Argument, Lesson 2, p. 10–11</a> <a href="#">Writing Project: Narrative, Lesson 5, pp. 14–15</a> <a href="#">Poster, Class Discussion Rules</a>
SL.6.1c	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or</p>	<b>Level 2:</b> <a href="#">Unit 5, Lesson 1, pp. 367–368</a> <a href="#">Unit 5, Lesson 5, pp. 410–411</a> <a href="#">Unit 6, Lesson 6, p. 497</a> <a href="#">Unit 6, Lesson 10, p. 551</a> <a href="#">Writing Project: Narrative, Lesson 5, pp. 14–15</a>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
	issue under discussion.	<a href="#">Poster, Collegial Discussion</a>
SL.6.1d	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	<b>Level 2:</b> <a href="#">Unit 7, Lesson 1, p. 5</a> <a href="#">Unit 7, Lesson 5, p. 42</a> <a href="#">Unit 8, Lesson 6, p. 139</a> <a href="#">Unit 8, Lesson 10, pp. 194–195</a> <a href="#">Writing Project: Narrative, Lesson 5, pp. 14–15</a> <a href="#">Poster, Collegial Discussion</a>
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	<b>Level 1:</b> <a href="#">Unit 7, Lesson 8, pp. 82, 89–90</a> <a href="#">Writing Project: Argument, Lesson 1, p. 11</a>  <b>Level 2:</b> <a href="#">Unit 6, Lesson 10, pp. 545–550</a>
SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	<b>Level 1:</b> <a href="#">Writing Project: Argument, Lesson 4, p. 21</a>  <b>Level 2:</b> <a href="#">Unit 6, Lesson 9, pp. 530–540</a> <a href="#">Writing Project: Argument, Lesson 4, p. 16</a>
SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	<b>Level 1:</b> <a href="#">Unit 7, Lesson 8, pp. 82, 89–90</a> <a href="#">Writing Project: Argument, Lesson 1, p. 11</a>  <b>Level 2:</b> <a href="#">Unit 7, Lesson 1, p. 5</a> <a href="#">Unit 7 Text Training Video</a> <a href="#">Unit 8, Lesson 1, p. 85</a> <a href="#">Unit 8 Text Training Video</a> <a href="#">Unit 9, Lesson 1, p. 199</a> <a href="#">Unit 9 Text Training Video</a>

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SL.8.1a	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	<b>Level 2:</b> <a href="#">Unit 9, Lesson 1, pp. 199–200</a> <a href="#">Unit 9 Background Information</a> <a href="#">Unit 10, Lesson 1, p. 289</a> <a href="#">Unit 10 Background Information</a> <a href="#">Unit 11, Lesson 1, p. 383</a> <a href="#">Unit 11 Background Information</a> <a href="#">Unit 12, Lesson 1, p. 471</a> <a href="#">Unit 12 Background Information</a>
SL.8.1b	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.  Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	<b>Level 1:</b> <a href="#">Writing Project: Basic Paragraph, Lesson 2, p. 9</a> <a href="#">Writing Project: Basic Paragraph, Lesson 3, pp. 13–14</a> <a href="#">Writing Project: Compare and Contrast Fairy Tales, Lesson 3, p. 20; Lesson 9, p. 38</a> <a href="#">Writing Project: Argument, Lesson 2, pp. 15–16</a>  <b>Level 2:</b> <a href="#">Unit 9, Lesson 1, pp. 199–200</a> <a href="#">Unit 9, Lesson 5, pp. 240–241</a> <a href="#">Unit 10, Lesson 6, p. 334</a> <a href="#">Unit 10, Lesson 10, pp. 378–379</a> <a href="#">Writing Project: Argument, Lesson 2, p. 10–11</a> <a href="#">Poster, Class Discussion Rules</a>
SL.8.1c	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.  Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	<b>Level 2:</b> <a href="#">Unit 11, Lesson 1, p. 383</a> <a href="#">Unit 11, Lesson 5, p. 425</a> <a href="#">Unit 12, Lesson 6, p. 515</a> <a href="#">Unit 12, Lesson 10, p. 552</a> <a href="#">Poster, Collegial Discussion</a>
SL.8.1d	Engage effectively in a range of collaborative discussions (one-on-	<b>Level 2:</b> <a href="#">Unit 9, Lesson 1, pp. 199–200</a>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
	one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.  Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	<a href="#">Unit 10, Lesson 6, p. 334</a> <a href="#">Unit 11, Lesson 1, p. 383</a> <a href="#">Unit 12, Lesson 6, p. 515</a> <a href="#">Poster, Collegial Discussion</a>
SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	<b>Level 1:</b> <a href="#">Unit 7, Lesson 8, pp. 82, 89–90</a> <a href="#">Writing Project: Argument, Lesson 1, p. 11</a> <a href="#">Writing Project: Compare and Contrast Fairy Tales, Lesson 10, p. 40</a>  <b>Level 2:</b> <a href="#">Unit 10, Lesson 1, p. 289</a> <a href="#">Unit 10 Text Training Video</a> <a href="#">Unit 11, Lesson 1, p. 383</a> <a href="#">Unit 11 Text Training Video</a> <a href="#">Unit 12, Lesson 1, p. 471</a> <a href="#">Unit 12 Text Training Video</a> <a href="#">Writing Project: Compare and Contrast Fiction and Nonfiction, Lesson 4, pp. 17–18</a>
SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	<b>Level 1:</b> <a href="#">Writing Project: Argument, Lesson 4, p. 21</a>  <b>Level 2:</b> <a href="#">Unit 6, Lesson 8, pp. 525–527</a> <a href="#">Unit 6, Lesson 9, pp. 530–540</a> <a href="#">Writing Project: Argument, Lesson 4, p. 16</a>
	<b>Presentation of Knowledge and Ideas</b>	
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<b>Level 1:</b> <a href="#">Writing Project: Compare and Contrast Fairy Tales, Lesson 9, p. 38</a> <a href="#">Writing Project: Argument, Lesson 8, p. 32</a>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
		<a href="#">Writing Project: Argument, Lesson 10, pp. 35–36</a>  <b>Level 2:</b> <a href="#">Writing Project: Compare and Contrast Fiction and Nonfiction, Lesson 3, pp. 14–16</a>
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.  <b>a. 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</b>	<b>Level 1:</b> <a href="#">Unit 3, Lesson 10, p. 229</a> <a href="#">Writing Project: Shared Scientific Research, Lesson 8, pp. 30–31, Lesson 10, pp. 34–35</a> <a href="#">Writing Project: Firsthand and Secondhand Accounts, Lesson 5, pp. 26–29</a> <a href="#">Writing Project: Compare and Contrast Fairy Tales, Lesson 10, pp. 40–41</a>  <b>Level 2:</b> <a href="#">Writing Project: Compare and Contrast Fiction and Nonfiction, Lesson 4, pp. 17–18</a>
SL.3.6	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.)	<b>Level 1:</b> <a href="#">Unit 1, Lesson 3, pp. 23–24</a> <a href="#">Unit 3, Lesson 3, p. 180</a> <a href="#">Unit 5, Lesson 3, pp. 331–332</a>  <b>Level 2:</b> <a href="#">Unit 4, Lesson 2, pp. 293–294</a> <a href="#">Unit 5, Lesson 7, pp. 422–423</a> <a href="#">Unit 6, Lesson 2, pp. 466–467</a>
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  <b>a. Plan and deliver a narrative presentation that: relates ideas,</b>	<b>Level 1:</b> <a href="#">Start-Up Unit, pp. S5–S6</a> <a href="#">Writing Project: Firsthand and Secondhand Accounts, Lesson 1, p. 1</a> <a href="#">Writing Project: Firsthand and Secondhand Accounts, Lesson 5, pp. 26–29</a>



Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
	observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable. CA	<p>Level 2:</p> <p><a href="#">Start-Up Unit, pp. S5–S6</a></p> <p><a href="#">Writing Project: Narrative, Lesson 1, p. 3</a></p>
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.)	<p>Level 1:</p> <p><a href="#">Writing Project: Shared Scientific Research, Lesson 9, p. 32–33</a></p> <p><a href="#">Writing Project: Career Documents, Lesson 3, p. 15</a></p> <p>Level 2:</p> <p><a href="#">Writing Project: Compare and Contrast Fiction and Nonfiction, Lesson 4, p. 17</a></p> <p><a href="#">Writing Project: Career Documents, Lesson 3, p. 14</a></p>
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  a. Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker’s position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker’s position. CA	<p>Level 1:</p> <p><a href="#">Writing Project: Basic Paragraph, Lesson 5, p. 19 (link to S17)</a></p> <p><a href="#">Writing Project: Argument, Lesson 4, p. 20</a></p> <p><a href="#">Writing Project: Argument, Lesson 10, p. 36</a></p> <p>Level 2:</p> <p><a href="#">Writing Project: Argument, Lesson 2, pp. 10–11</a></p> <p><a href="#">Writing Project: Argument, Lesson 4, p. 15</a></p>
SL.6.4	Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CA  a. Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion. CA	<p>Level 1:</p> <p><a href="#">Writing Project: Compare and Contrast Fairy Tales, Lesson 10, pp. 40–41</a></p> <p>Level 2:</p> <p><a href="#">Writing Project: Compare and Contrast Fiction and Nonfiction, Lesson 3, pp. 14–15</a></p> <p><a href="#">Writing Project: Compare and Contrast Fiction and Nonfiction, Lesson 4, pp. 17–18</a></p>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	<p><b>Level 1:</b>  <a href="#">Writing Project: Shared Scientific Research, Lesson 9, p. 32–33; Lesson 10, pp. 34–35</a></p> <p><b>Level 2:</b>  <a href="#">Writing Project: Compare and Contrast Fiction and Nonfiction, Lesson 3, pp. 14–16; Lesson 4, pp. 17–18</a></p>
SL.7.4	Present claims and findings ( <b>e.g., argument, narrative, summary presentations</b> ), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. <b>CA</b> <b>a. Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented. CA</b>	<p><b>Level 1:</b>  <a href="#">Writing Project: Argument, Lesson 4, pp. 20–21</a>  <a href="#">Writing Project: Argument, Lesson 10, pp. 35–37</a></p> <p><b>Level 2:</b>  <a href="#">Unit 9, Lesson 5, p. 239</a>  <a href="#">Writing Project: Argument, Lesson 4, p. 15</a></p>
SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	<p><b>Level 1:</b>  <a href="#">Writing Project: Shared Scientific Research, Lesson 8, pp. 30–31; Lesson 10, pp. 34–35</a>  <a href="#">Writing Project: Argument, Lesson 10, pp. 35–37</a></p> <p><b>Level 2:</b>  <a href="#">Writing Project: Compare and Contrast Fiction and Nonfiction, Lesson 3, pp. 14–16; Lesson 4, pp. 17–18</a>  <a href="#">Writing Project: Literary Analysis, Lesson 9, p. 39; Lesson 10, pp. 41–42</a></p>
SL.8.4	Present claims and findings ( <b>e.g., argument, narrative, response to literature presentations</b> ), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. <b>CA</b> <b>a. Plan and present a narrative that: establishes a context and</b>	<p><b>Level 1:</b>  <a href="#">Writing Project: Thematic Literature, Lesson 9, pp. 34–35</a></p>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
	point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience. CA	
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	<b>Level 1:</b> <a href="#">Writing Project: Shared Scientific Research, Lesson 8, pp. 30–31; Lesson 10, pp. 34–35</a> <a href="#">Writing Project: Argument, Lesson 10, pp. 35–37</a>  <b>Level 2:</b> <a href="#">Writing Project: Compare and Contrast Fiction and Nonfiction, Lesson 3, pp. 14–16; Lesson 4, pp. 17–18</a> <a href="#">Writing Project: Literary Analysis, Lesson 9, p. 39; Lesson 10, pp. 41–42</a>
	<b>LANGUAGE</b>	
	<b>Conventions of Standard English</b>	
L.1.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print all upper- and lowercase letters.	<b>Level 1:</b> <a href="#">Handwriting Manuscript Cards, pp. 9–37</a> <a href="#">Unit 1, Lesson 6, p. 44</a> <a href="#">Unit 5, Lesson 6, p. 357</a> <a href="#">Unit 11, Lesson 10, p. 452</a>  <b>Level 2:</b> <a href="#">Handwriting Cursive Cards, pp. 44–103</a> <a href="#">Unit 1, Lesson 10, p. 75</a> <a href="#">Unit 10, Lesson 10, p. 376</a> <a href="#">Writing Project: Career Documents, Lesson 5, p. 21</a>
L.1.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use common, proper, and possessive nouns.	<b>Level 1:</b> <a href="#">Unit 1, Lesson 2, pp. 16–18</a> <a href="#">Unit 2, Lesson 3, pp. 104–105</a> <a href="#">Unit 2, Lesson 4, pp. 110–111</a>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
		<p><a href="#">Unit 6, Lesson 6, p. 422</a>  <a href="#">Unit 10, Lesson 2, pp. 303–304</a></p> <p><i>Online Text Training</i>  <a href="#">Unit 6, Sentence Completion, Plural and Possessive Nouns</a></p> <p><b>Level 2:</b>  <a href="#">Unit 1, Lesson 2, pp. 17–18</a>  <a href="#">Unit 1, Lesson 7, pp. 53–54</a>  <a href="#">Unit 2, Lesson 2, pp. 96–97</a></p> <p><i>Online Text Training</i>  <a href="#">Unit 1, Sentence Completion, Singular and Plural Nouns</a>  <a href="#">Unit 2, Sentence Completion, Plural and Possessive -s</a>  <a href="#">Unit 2, Sentence Dictation, Capitalization and Proper Nouns</a></p>
L.1.1c	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p>	<p><b>Level 1:</b>  <a href="#">Unit 1, Lesson 6, pp. 46–47, 48–49</a>  <a href="#">Unit 1, Lesson 9, p. 67</a>  <a href="#">Unit 2, Lesson 9, p. 148</a>  <a href="#">Unit 5, Lesson 8, p. 375</a></p> <p><i>Online Text Training</i>  <a href="#">Unit 1, Word Sort, Nouns and Verbs</a></p> <p><b>Level 2:</b>  <a href="#">Unit 1, Lesson 7, pp. 57–58</a></p> <p><i>Online Text Training</i>  <a href="#">Unit 1, Sentence Completion, Singular and Plural Nouns</a>  <a href="#">Unit 2, Sentence Completion, Plural and Possessive -s</a></p>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
		<i>Online Word Training</i> <a href="#">Unit 1, Lesson 3, Plural -s and -es Tutorial</a> <a href="#">Unit 1, Lesson 3, Inflectional Endings -s and -ed Tutorial</a> <a href="#">Unit 1, Lesson 3, Sentence Completion</a>
L.1.1d	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use personal ( <b>subject, object</b> ), possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). <b>CA</b>	<b>Level 1:</b> <a href="#">Unit 6, Lesson 2, pp. 411–413</a> <a href="#">Unit 7, Lesson 2, pp. 19–20</a> <a href="#">Unit 7, Lesson 3, pp. 28–29</a> <a href="#">Unit 10, Lesson 6, pp. 339–340</a>  <i>Online Text Training</i> <a href="#">Unit 6, Selection Identification, Subject Pronouns</a> <a href="#">Unit 7, Selection Identification, Object Pronouns</a>  <b>Level 2:</b> <a href="#">Unit 1, Lesson 2, p. 19</a> <a href="#">Unit 2, Lesson 2, pp. 97–99</a> <a href="#">Unit 2, Lesson 7, pp. 137–138</a> <a href="#">Unit 9, Lesson 4, p. 228</a>  <i>Online Text Training</i> <a href="#">Unit 1, Multiple Choice, Pronouns</a> <a href="#">Unit 3, Selection Identification, Pronouns</a> <a href="#">Unit 8, Shuffle, Indefinite Pronouns</a>
L.1.1e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	<b>Level 1:</b> <a href="#">Unit 4, Lesson 8, p. 293</a> <a href="#">Unit 4, Lesson 9, p. 297</a> <a href="#">Unit 5, Lesson 2, pp. 327–328</a> <a href="#">Unit 6, Lesson 3, p. 418</a> <a href="#">Unit 6, Lesson 9, p. 467</a>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
		<p><i>Online Text Training</i>  <a href="#">Unit 6, Word Sort, Past and Present Tense Verbs</a>  <a href="#">Unit 11, Multiple Choice, Verb Tenses</a></p> <p><b>Level 2:</b>  <a href="#">Unit 4, Lesson 2, pp. 295–298</a>  <a href="#">Unit 6, Lesson 2, pp. 469–470</a></p> <p><i>Online Text Training</i>  <a href="#">Unit 5, Sentence Completion, Tenses</a>  <a href="#">Unit 6, Sentence Completion, Tenses L.1.1f</a></p> <p><i>Online Word Training</i>  <a href="#">Unit 1, Lesson 3, Inflectional Ending -ing Tutorial</a> <a href="#">Unit 1, Lesson 3, Inflectional Endings -s and -ed Tutorial</a></p>
L.1.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring adjectives.	<p><b>Level 1:</b>  <a href="#">Unit 5, Lesson 2, p. 329</a>  <a href="#">Unit 5, Lesson 6, pp. 359–360, 361</a>  <a href="#">Unit 5, Lesson 9, p. 383</a>  <a href="#">Unit 12, Lesson 2, pp. 481–482</a></p> <p><i>Online Text Training</i>  <a href="#">Unit 5, Selection Identification, Adjectives</a>  <a href="#">Unit 6, Multiple Choice, Adjectives</a></p> <p><b>Level 2:</b>  <a href="#">Unit 3, Lesson 2, pp. 183–186, 187–189</a></p> <p><i>Online Text Training</i>  <a href="#">Unit 3, Listen and Identify, Adjectives</a>  <a href="#">Unit 4, Sort, Nouns, Verbs, and Adjectives</a></p>
L.1.1g	Demonstrate command of the conventions of standard English	<b>Level 1:</b>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
	grammar and usage when writing or speaking. Use frequently occurring conjunctions (e.g., and, but, or, so, because).	<a href="#">Unit 8, Lesson 2, pp. 122–123, 124</a> <a href="#">Unit 8, Lesson 6, pp. 155–156</a> <a href="#">Unit 9, Lesson 2, pp. 204–205</a> <a href="#">Unit 11, Lesson 9, p. 447</a>  <i>Online Text Training</i> <a href="#">Unit 8, Fill in the Blank, Coordinating Conjunctions</a>  <b>Level 2:</b> <a href="#">Unit 5, Lesson 2, pp. 384–386, 392</a> <a href="#">Unit 6, Lesson 2, pp. 471–472, 474</a>  <i>Online Text Training</i> <a href="#">Unit 5, Fill in the Blank, Coordinating Conjunctions</a> <a href="#">Unit 7, Fill in the Blank, Subordinate Conjunctions</a> <a href="#">Unit 8, Fill in the Blank, Coordinating and Subordinating Conjunctions</a>
L.1.1h	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use determiners (e.g., articles, demonstratives).	<b>Level 1:</b> <a href="#">Unit 2, Lesson 2, pp. 96–97</a> <a href="#">Unit 5, Lesson 9, pp. 384–385</a>
L.1.1i	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring prepositions (e.g., during, beyond, toward).	<b>Level 1:</b> <a href="#">Unit 3, Lesson 2, pp. 174–175</a>  <i>Online Text Training</i> <a href="#">Unit 3, Fill in the Blank</a>  <b>Level 2:</b> <a href="#">Unit 2, Lesson 2, pp. 102–104</a>  <i>Online Text Training</i>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
		<a href="#">Unit 2, Fill in the Blank, Prepositions</a> <a href="#">Unit 3, Multiple Choice, Prepositional Phrases</a> <a href="#">Unit 4, Multiple Choice, Prepositional</a>
L.1.1j	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	<b>Level 1:</b> <a href="#">Unit 2, Lesson 2, pp. 99–100</a> <a href="#">Unit 3, Lesson 6, pp. 203–204</a> <a href="#">Unit 8, Lesson 2, p. 124</a> <a href="#">Unit 11, Lesson 6, pp. 423–425</a>  <b>Level 2:</b> <a href="#">Unit 5, Lesson 2, pp. 390–392</a> <a href="#">Unit 6, Lesson 2, pp. 474–475</a> <a href="#">Masterpiece Sentences Online Activity, Units 6–12</a>
L.1.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize dates and names of people.	<b>Level 1:</b> <a href="#">Unit 9, Lesson 3, pp. 214–215</a> <a href="#">Unit 10, Lesson 2, p. 306</a> <a href="#">Writing Project: Career Documents, Lesson 3, p. 14</a>  <i>Online Text Training</i> <a href="#">Unit 9, Proofreading, Correcting Capitalization and Punctuation</a> <a href="#">Unit 10, Proofreading, Correcting Capitalization and Punctuation</a> <a href="#">Unit 11, Proofreading, Correcting Capitalization and Punctuation</a>  <b>Level 2:</b> <a href="#">Unit 1, Lesson 2, pp. 24–25</a> <a href="#">Unit 2, Lesson 2, p. 96</a>  <i>Online Text Training</i> <a href="#">Unit 1, Proofreading, Correcting Punctuation and Capitalization</a> <a href="#">Unit 2, Sentence Dictation, Capitalization and Proper Nouns</a>
L.1.2b	Demonstrate command of the conventions of standard English	<b>Level 1:</b> <a href="#">Unit 1, Lesson 2, pp. 19–21</a>



Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
	<p>capitalization, punctuation, and spelling when writing.</p> <p>Use end punctuation for sentences.</p>	<p><a href="#">Unit 2, Lesson 2, pp. 99–100</a>  <a href="#">Unit 7, Lesson 6, p. 64</a>  <a href="#">Unit 8, Lesson 6, p. 158</a>  <a href="#">Unit 10, Lesson 2, p. 306</a>  <a href="#">Writing Project: Thematic Literature, Lesson 6, pp. 24–25</a></p> <p><i>Online Text Training</i>  <a href="#">Unit 3, Sentence Completion, Punctuation for Effect</a></p> <p><i>Online Word Training</i>  <a href="#">Unit 3, Lesson 2, Sentence Dictation</a>  <a href="#">Unit 9, Lesson 4, Sentence Dictation</a></p> <p><b>Level 2:</b>  <a href="#">Unit 1, Lesson 2, pp. 24–25</a>  <a href="#">Unit 5, Lesson 2, pp. 390–391</a></p> <p><i>Online Word Training</i>  <a href="#">Unit 3, Lesson 1, Sentence Dictation</a>  <a href="#">Unit 8, Lesson 1, Sentence Dictation</a></p>
L.1.2c	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use commas in dates and to separate single words in a series.</p>	<p><b>Level 1:</b>  <a href="#">Unit 1, Lesson 2, pp. 19–21</a>  <a href="#">Unit 5, Lesson 3, p. 338</a>  <a href="#">Unit 10, Lesson 2, p. 306</a></p> <p><i>Online Text Training</i>  <a href="#">Unit 9, Proofreading, Correcting Capitalization and Punctuation</a>  <a href="#">Unit 10, Proofreading, Correcting Capitalization and Punctuation</a>  <a href="#">Unit 11, Proofreading, Correcting Capitalization and Punctuation</a></p> <p><b>Level 2:</b>  <i>Online Text Training</i></p>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
		<a href="#">Unit 1, Proofreading, Correcting Capitalization and Punctuation</a>
L.1.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	<p><b>Level 1</b>  <a href="#">Unit 4, Lesson 6, pp. 276–277</a></p> <p><i>Online Word Training</i>  <a href="#">Unit 3, Lesson 4, Consonant Blends Tutorial</a>  <a href="#">Unit 3, Lesson 4, Sentence Dictation</a>  <a href="#">Unit 4, Lesson 1, FLOSS Tutorial</a>  <a href="#">Unit 4, Lesson 1, Sentence Completion with Spelling</a>  <a href="#">Unit 5, Spell Words goal</a>  <a href="#">Unit 6, Lesson 1, ee = /ē/ Tutorial</a>  <a href="#">Unit 6, Lesson 1, Phoneme/Grapheme Mapping</a>  <a href="#">Unit 7, Spell Words goal</a></p> <p>The Sight Words game covers irregular words. Level 1 uses top 300 Fry words, Level 2 uses top 600 Fry words.  <a href="#">Sight Words game</a>  <a href="#">Program Guide, Sight Words List, pp. 86–87</a></p>
L.1.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	<p><b>Level 1:</b>  <a href="#">Unit 2, Lesson 6, pp. 123–124</a>  <a href="#">Unit 3, Lesson 6, pp. 200–201</a>  <a href="#">Unit 4, Lesson 6, pp. 276–277</a>  <a href="#">Unit 5, Lesson 6, pp. 356–357</a></p> <p><i>Online Word Training</i>  <a href="#">Unit 1, Lesson 3, b = /b/ Tutorial</a>  <a href="#">Unit 1, Lesson 3, Phoneme/Grapheme Mapping</a>  <a href="#">Unit 2, Spell Words goal</a>  <a href="#">Unit 4, Lesson 2, Past Tense -ed Tutorial</a>  <a href="#">Unit 4, Lesson 2, Sentence Completion with Spelling</a>  <a href="#">Unit 6, Lesson 2, ea = /ē/ Tutorial</a>  <a href="#">Unit 6, Lesson 2, Phoneme/Grapheme Mapping</a></p>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
L.2.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use collective nouns (e.g., group).	<b>Level 1:</b> <a href="#">Unit 11, Lesson 2, pp. 392–393</a> <a href="#">Unit 11, Lesson 9, p. 447</a>  <i>Online Text Training</i> <a href="#">Unit 12, Sentence Completion, Collective Nouns</a>
L.2.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	<b>Level 1:</b> <a href="#">Unit 11, Lesson 2, pp. 390–391</a>  <i>Online Text Training</i> <a href="#">Unit 11, Fill in the Blank, Irregular Plural Nouns</a> <a href="#">Unit 12, Sentence Completion with Spelling, Irregular Plural Nouns</a>  <b>Level 2:</b> <a href="#">Unit 2, Lesson 2, pp. 96–97</a>
L.2.1c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use reflexive pronouns (e.g., myself, ourselves).	<b>Level 1:</b> <a href="#">Unit 7, Lesson 3, pp. 30–31</a>  <b>Level 2:</b> <a href="#">Unit 5, Lesson 2, pp. 387–389</a> <a href="#">Unit 5, Lesson 4, p. 403</a> <a href="#">Unit 8, Lesson 4, p. 127</a>
L.2.1d	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	<b>Level 1:</b> <i>Online Text Training</i> <a href="#">Unit 7, Fill in the Blank, Use Irregular Verbs</a> <a href="#">Unit 8, Sentence Completion Spelling, Spell Irregular Verbs</a>  <b>Level 2:</b> <a href="#">Unit 4, Lesson 2, pp. 295–298</a> <a href="#">Unit 6, Lesson 2, pp. 469–470</a> <a href="#">Unit 7, Lesson 4, p. 37</a>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
L.2.1e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use adjectives and adverbs, and choose between them depending on what is to be modified.	<p><b>Level 1:</b>  <a href="#">Unit 3, Lesson 3, pp. 182–184</a>  <a href="#">Unit 5, Lesson 6, pp. 359–360</a>  <a href="#">Unit 9, Lesson 6, pp. 242–243</a>  <a href="#">Unit 11, Lesson 6, pp. 423–425</a></p> <p><i>Online Text Training</i>  <a href="#">Unit 3, Selection Identification, Adverbs</a>  <a href="#">Unit 5, Selection Identification, Adjectives</a></p> <p><b>Level 2:</b>  <a href="#">Unit 2, Lesson 2, pp. 101, 105</a>  <a href="#">Unit 3, Lesson 2, pp. 183–186, 188–189</a>  <a href="#">Unit 4, Lesson 2, pp. 299–301</a>  <a href="#">Unit 5, Lesson 2, pp. 390–391</a></p> <p><i>Online Text Training</i>  <a href="#">Unit 2, Multiple Choice, Adverbs</a>  <a href="#">Unit 3, Listen and Identify, Adjectives</a>  <a href="#">Unit 7, Selection Identification, Conjunctive Adverbs</a>  <a href="#">Unit 8, Selection Identification, Relative Adverbs</a></p>
L.2.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	<p><b>Level 1:</b>  <a href="#">Unit 9, Lesson 6, pp. 242–243</a>  <a href="#">Unit 10, Lesson 6, pp. 341–342</a>  <a href="#">Unit 11, Lesson 6, pp. 423–425</a></p> <p><b>Level 2:</b>  <a href="#">Unit 4, Lesson 2, pp. 299–301</a>  <a href="#">Unit 5, Lesson 2, pp. 390–391, 392</a>  <a href="#">Unit 6, Lesson 2, pp. 474–476</a>  <a href="#">Unit 7, Lesson 2, pp. 22–24</a>  <a href="#">Masterpiece Sentences Online Activity, Units 6–12</a></p>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
L.2.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize holidays, product names, and geographic names.	<b>Level 1:</b> <a href="#">Unit 9, Lesson 3, pp. 214–215</a>  <i>Online Text Training</i> <a href="#">Unit 9, Proofreading, Correcting Capitalization and Punctuation</a> <a href="#">Unit 10, Proofreading, Correcting Capitalization and Punctuation</a> <a href="#">Unit 11, Proofreading, Correcting Capitalization and Punctuation</a>
L.2.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas in greetings and closings of letters.	<b>Level 1:</b> <a href="#">Writing Project: Career Documents, Lesson 3, p. 13</a> <a href="#">Handwriting Supplement, pp. 102–103</a>  <b>Level 2:</b> <a href="#">Unit 1, Lesson 5, p. 39</a> <a href="#">Writing Project: Career Documents, Lesson 2, pp. 10–11</a>
L.2.2c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use an apostrophe to form contractions and frequently occurring possessives.	<b>Level 1:</b> <a href="#">Unit 2, Lesson 3, pp. 104–105</a> <a href="#">Unit 2, Lesson 4, pp. 110–111</a> <a href="#">Unit 10, Lesson 2, pp. 303–304</a>  <i>Online Text Training</i> <a href="#">Unit 2, Sentence Completion, Plural and Possessive -s</a> <a href="#">Unit 8, Sentence Completion with Spelling, Contractions and Possessives</a> <a href="#">Unit 9, Sentence Completion with Spelling, Contractions and Possessives</a>  <b>Level 2:</b> <a href="#">Unit 1, Lesson 7, pp. 53–54</a> <a href="#">Unit 8, Lesson 2, pp. 102–103</a>  <i>Online Word Training</i> <a href="#">Unit 4, Lesson 2, Contraction it's/its</a>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
		<a href="#">Unit 4, Lesson 2, Sentence Completion with Spelling</a>
L.2.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	<b>Level 1:</b> <i>Online Word Training</i> <a href="#">Unit 5, Lesson 2, VCe Pattern Tutorial</a> <a href="#">Unit 5, Lesson 2, Syllabification</a> <a href="#">Unit 7, Lesson 4, Mapping /oi/ Tutorial</a> <a href="#">Unit 7, Lesson 4, Phoneme/Grapheme Mapping</a> <a href="#">Unit 11, Lesson 2, ai, ay = /ā/ Tutorial</a> <a href="#">Unit 11, Lesson 2, /ā/ Can Be Spelled Several Ways Tutorial</a> <a href="#">Unit 11, Lesson 3, oa, ow = /ō/ Tutorial</a> <a href="#">Unit 11, Lesson 3, /ō/ Can Be Spelled Several Ways Tutorial</a> <a href="#">Unit 11, Lesson 3, Check Understanding</a> <a href="#">Unit 12, Lesson 2, Soft c and g Tutorial</a> <a href="#">Unit 12, Lesson 2, Sentence Completion with Spelling</a>  <b>Level 2:</b> <i>Online Word Training</i> <a href="#">Unit 4, Lesson 4, Digraph tch Tutorial</a> <a href="#">Unit 5, Lesson 1, Silent Letter Spellings gn and kn</a> <a href="#">Unit 5, Lesson 1, Check Understanding</a> <a href="#">Unit 5, Lesson 3, ch as /k/ and ph as /f/</a> <a href="#">Unit 5, Lesson 3, Sentence Dictation</a>
L.3.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	<b>Level 1:</b> <a href="#">Unit 1, Lesson 2, pp. 16–17</a> <a href="#">Unit 1, Lesson 3, pp. 26–28</a> <a href="#">Unit 1, Lesson 4, p. 33</a> <a href="#">Unit 2, Lesson 6, pp. 147–148</a> <a href="#">Unit 3, Lesson 8, pp. 217–219</a> <a href="#">Unit 4, Lesson 2, pp. 251–252</a> <a href="#">Unit 5, Lesson 6, pp. 359–360</a> <a href="#">Unit 6, Lesson 2, pp. 411–413</a> <a href="#">Unit 7, Lesson 3, pp. 28–29</a>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
		<a href="#">Unit 8, Lesson 6, pp. 156–157</a>  <b>Level 2:</b> <a href="#">Unit 9, Lesson 2, pp. 213–218</a> <a href="#">Unit 10, Lesson 2, pp. 307–311</a> <a href="#">Unit 11, Lesson 2, pp. 399–405</a>
L.3.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use regular and irregular plural nouns.	<b>Level 1:</b> <a href="#">Unit 2, Lesson 2, pp. 95–96</a> <a href="#">Unit 11, Lesson 2, pp. 387–388, 390–391</a>  <i>Online Text Training</i> <a href="#">Unit 6, Sentence Completion, Plural and Possessive Nouns</a> <a href="#">Unit 11, Fill in the Blank, Irregular Plural Nouns</a> <a href="#">Unit 12, Sentence Completion Spelling; Irregular Plural Nouns</a>  <i>Online Word Training</i> <a href="#">Unit 2, Lesson 2, Plural -s Tutorial</a> <a href="#">Unit 2, Lesson 2, Listen and Identify</a>  <b>Level 2:</b> <a href="#">Unit 2, Lesson 2, pp. 96–97</a>  <i>Online Text Training</i> <a href="#">Unit 1, Sentence Completion, Singular and Plural Nouns</a> <a href="#">Unit 2, Sentence Completion, Plural and Possessive -s</a>  <i>Online Word Training</i> <a href="#">Unit 1, Lesson 3, Plural -s and -es Tutorial</a> <a href="#">Unit 1, Lesson 3, Sentence Completion</a>
L.3.1c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>Level 2:</b> <a href="#">Unit 2, Lesson 2, p. 96</a>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
	Use abstract nouns (e.g., childhood).	<i>Online Text Training</i> <a href="#">Unit 2, Sort, Abstract Nouns</a> <a href="#">Unit 3, Sort, Abstract Nouns</a>
L.3.1d	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use regular and irregular verbs.	<b>Level 1:</b> <a href="#">Unit 1, Lesson 3, pp. 26–27</a> <a href="#">Unit 1, Lesson 9, p. 67</a> <a href="#">Unit 10, Lesson 3, pp. 311–312</a>  <i>Online Text Training</i> <a href="#">Unit 5, Fill in the Blank, Linking Verbs</a> <a href="#">Unit 7, Fill in the Blank, Use Irregular Verbs</a> <a href="#">Unit 8, Sentence Completion Spelling, Spell Irregular Verbs</a>  <b>Level 2:</b> <a href="#">Unit 4, Lesson 2, pp. 295–298</a> <a href="#">Unit 6, Lesson 2, pp. 469–470</a>  <i>Online Text Training</i> <a href="#">Unit 1, Sort, Action and Linking Verbs</a> <a href="#">Unit 5, Sort, Action, Linking, and Helping Verbs</a>  <i>Online Word Training</i> <a href="#">Unit 1, Lesson 3, Inflectional Endings -s and -ed Tutorial</a> <a href="#">Unit 1, Lesson 3, Word Construction</a>
L.3.1e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	<b>Level 1:</b> <a href="#">Unit 4, Lesson 8, pp. 293–294</a> <a href="#">Unit 6, Lesson 9, p. 467</a>  <i>Online Text Training</i> <a href="#">Unit 6, Word Sort, Past and Present Tense Verbs</a> <a href="#">Unit 9, Column Matching, Future Tense</a> <a href="#">Unit 11, Multiple Choice, Verb Tenses</a>



Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
		<p><b>Level 2:</b>  <a href="#">Unit 1, Lesson 7, pp. 55–57</a></p> <p><i>Online Text Training</i>  <a href="#">Unit 1, Selection Identification, Past and Present Tense Verbs</a>  <a href="#">Unit 5, Sentence Completion, Tenses</a>  <a href="#">Unit 6, Sentence Completion, Tenses</a></p>
L.3.1f	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Ensure subject-verb and pronoun-antecedent agreement.*            [Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).]</p>	<p><b>Level 1:</b>  <a href="#">Unit 5, Lesson 2, pp. 325–328</a>  <a href="#">Unit 5, Lesson 8, pp. 375–376</a>  <a href="#">Unit 5, Lesson 9, p. 386</a>  <a href="#">Unit 6, Lesson 3, p. 419</a>  <a href="#">Unit 6, Lesson 6, p. 443</a>  <a href="#">Writing Project: Firsthand and Secondhand Accounts, Lesson 8, p. 38–39</a></p> <p><i>Online Text Training</i>  <a href="#">Unit 6, Sentence Completion, Subject-Verb Agreement</a></p> <p><b>Level 2:</b>  <a href="#">Unit 1, Lesson 7, pp. 55–57</a>  <a href="#">Unit 11, Lesson 2, pp. 404–406</a></p> <p><i>Online Text Training</i>  <a href="#">Unit 8, Selection Identification, Pronouns and Antecedents</a>  <a href="#">Unit 8, Multiple Choice, Vague Pronoun References</a>  <a href="#">Unit 9, Proofreading, Correcting Pronouns and Verb Tense</a>  <a href="#">Unit 11, Sentence Completion, Subject-Verb Agreement</a></p>
L.3.1g	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<p><b>Level 1:</b>  <a href="#">Unit 12, Lesson 2, pp. 479–480</a></p>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	<p><i>Online Text Training</i>  <a href="#">Unit 12, Sentence Completion, Comparatives and Superlatives</a></p> <p><b>Level 2:</b>  <a href="#">Unit 3, Lesson 2, pp. 185–186</a></p> <p><i>Online Text Training</i>  <a href="#">Unit 4, Sentence Completion, Comparative and Superlative</a></p> <p><i>Online Word Training</i>  <a href="#">Unit 5, Lesson 4, Suffix -er Tutorial</a>  <a href="#">Unit 5, Lesson 4, Suffix -est Tutorial</a>  <a href="#">Unit 5, Lesson 4, Check Understanding</a></p>
L.3.1h	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use coordinating and subordinating conjunctions.	<p><b>Level 1:</b>  <a href="#">Unit 8, Lesson 2, pp. 122–124</a>  <a href="#">Unit 8, Lesson 6, pp. 155–156</a>  <a href="#">Unit 10, Lesson 2, p. 305</a></p> <p><i>Online Text Training</i>  <a href="#">Unit 8, Fill in the Blank, Coordinating Conjunctions</a>  <a href="#">Unit 10, Sentence Completion, Coordinating Conjunctions</a></p> <p><b>Level 2:</b>  <a href="#">Unit 5, Lesson 2, pp. 384–386</a>  <a href="#">Unit 6, Lesson 2, pp. 471–472, 474</a>  <a href="#">Unit 7, Lesson 2, pp. 20–23</a></p> <p><i>Online Text Training</i>  <a href="#">Unit 5, Fill in the Blank, Coordinating Conjunctions</a>  <a href="#">Unit 7, Fill in the Blank, Subordinate Conjunctions</a>  <a href="#">Unit 8, Fill in the Blank, Coordinating and Subordinating Conjunctions</a></p>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
L.3.1i	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce simple, compound, and complex sentences.	<b>Level 1:</b> <a href="#">Unit 2, Lesson 6, pp. 126–127</a> <a href="#">Unit 4, Lesson 2, pp. 249–250</a> <a href="#">Unit 4, Lesson 8, pp. 291–292</a> <a href="#">Unit 8, Lesson 2, pp. 122–124</a> <a href="#">Unit 8, Lesson 6, pp. 155–156</a> <a href="#">Unit 9, Lesson 2, pp. 204–205</a>  <b>Level 2:</b> <a href="#">Unit 5, Lesson 2, pp. 384–386</a> <a href="#">Unit 6, Lesson 2, pp. 474–476</a> <a href="#">Unit 7, Lesson 2, pp. 20–24</a> <a href="#">Unit 8, Lesson 2, pp. 104–106</a> <a href="#">Masterpiece Sentences Online Activity, Units 6–12</a>
L.3.1k	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>Use reciprocal pronouns correctly. CA</b>	<b>Level 1:</b> <i>Online Text Training</i> <a href="#">Unit 8, Multiple Choice, Reciprocal Pronouns</a> <a href="#">Unit 12, Lesson 7, pp. 530–531</a> <a href="#">Masterpiece Sentences Online Activity, Unit 8</a> <a href="#">Masterpiece Sentences Online Activity, Unit 9</a>
L.3.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles.	<b>Level 1:</b> <a href="#">Unit 9, Lesson 3, pp. 214–215</a> <a href="#">Unit 11, Lesson 7, pp. 426–427</a> <a href="#">Writing Project: Compare and Contrast Fairy Tales, Lesson 6, pp. 31–32</a> <a href="#">Writing Project: Basic Paragraph, Lesson 2, p. 12</a>  <b>Level 2:</b> <a href="#">Unit 1, Lesson 10, p. 73</a>
L.3.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>Level 1:</b> <a href="#">Writing Project: Career Documents, Lesson 3, p. 13</a>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
	Use commas in addresses.	<a href="#">Writing Project: Career Documents, Lesson 5, p. 20</a>  <i>Online Text Training</i> <a href="#">Unit 10, Proofreading, Correcting Capitalization and Punctuation</a> <a href="#">Unit 11, Proofreading, Correcting Capitalization and Punctuation</a> <a href="#">Unit 12, Proofreading, Correcting Capitalization and Punctuation</a>  <b>Level 2:</b> <a href="#">Writing Project: Career Documents, Lesson 2, p. 10</a> <a href="#">Writing Project: Career Documents, Lesson 5, p. 22</a>
L.3.2c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas and quotation marks in dialogue.	<b>Level 1:</b> <a href="#">Unit 7, Lesson 2, pp. 21–22</a>  <i>Online Text Training</i> <a href="#">Unit 8, Listen and Identify, Punctuating Dialog</a>  <b>Level 2:</b> <a href="#">Unit 9, Lesson 7, pp. 252–253</a> <a href="#">Unit 9, Lesson 10, p. 280</a> <a href="#">Writing Project: Narrative, Lesson 7, pp. 20–22</a>  <i>Online Text Training</i> <a href="#">Unit 9, Multiple Choice, Dialog</a>
L.3.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Form and use possessives.	<b>Level 1:</b> <a href="#">Unit 2, Lesson 3, pp. 104–105</a> <a href="#">Unit 2, Lesson 4, p. 110</a> <a href="#">Unit 2, Lesson 9, pp. 148–149</a> <a href="#">Unit 10, Lesson 2, pp. 303–304</a>  <i>Online Text Training</i> <a href="#">Unit 2, Sentence Completion, Singular Possessives</a>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
		<p><a href="#">Unit 6, Sentence Completion, Plural and Possessive Nouns</a>  <a href="#">Unit 10, Sentence Completion, Plural Possessive Nouns</a></p> <p><b>Level 2:</b>  <a href="#">Unit 1, Lesson 7, pp. 53–55</a></p> <p><i>Online Text Training</i>  <a href="#">Unit 8, Sentence Completion with Spelling, Contractions and Possessives</a>  <a href="#">Unit 9, Sentence Completion with Spelling, Contractions and Possessives</a>  <a href="#">Unit 11, Sentence Completion with Spelling, Contractions and Possessives</a></p> <p><i>Online Word Training</i>  <a href="#">Unit 6, Lesson 2, Apostrophes Show Possession Tutorial</a>  <a href="#">Unit 6, Lesson 2, Check Understanding</a>  <a href="#">Unit 4, Lesson 2, Explanation of its/it’s Tutorial</a></p>
L.3.2e	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>	<p><b>Level 1:</b>  <a href="#">Unit 3, Lesson 6, pp. 200–201</a></p> <p><i>Online Word Training</i>  <a href="#">Unit 3, Lesson 1, Consonant Doubling Tutorial</a></p> <p><b>Level 2:</b>  <i>Online Word Training</i>  <a href="#">Unit 6, Lesson 1, The Drop -e Rule Tutorial</a>  <a href="#">Unit 6, Lesson 1, Adding Suffixes</a>  <a href="#">Unit 7, Lesson 3, Drop -y Rule</a>  <a href="#">Unit 7, Lesson 3, Adding Suffixes</a>  <a href="#">Unit 8, Lesson 2, Drop -e with Consonant -le</a></p>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
		<a href="#">Unit 8, Lesson 2, Adding Suffixes</a>
L.3.2f	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	<b>Level 1:</b> <i>Online Word Training</i> <a href="#">Unit 8, Lesson 1, Many Words End in -all Tutorial</a> <a href="#">Unit 8, Lesson 1, Build a Word Family</a> <a href="#">Unit 9, Lesson 1, er Can Mean a Person Tutorial</a> <a href="#">Unit 9, Lesson 1, Check Understanding</a>  <b>Level 2:</b> <i>Online Word Training</i> <a href="#">Unit 2, Lesson 4, -ai and -ay Vowel Teams Tutorial</a> <a href="#">Unit 2, Lesson 4, Sentence Completion with Spelling</a> <a href="#">Unit 4, Lesson 1, Doubling with r-Controlled Syllables Tutorial</a> <a href="#">Unit 4, Lesson 1, Check Understanding</a> <a href="#">Unit 7, Lesson 4, Review of Suffixation Rules Tutorial</a> <a href="#">Unit 7, Lesson 4, Word Building</a> <a href="#">Unit 11, Lesson 1, Latin Roots Tutorial</a> <a href="#">Unit 11, Lesson 1, Sentence Completion with Spelling</a>
L.3.2g	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<b>Level 1:</b> <a href="#">Writing Project: Shared Scientific Research, Lesson 7, p. 29</a> <a href="#">Writing Project: Problem and Solution, Lesson 9, p. 36</a> <a href="#">Writing Project: Firsthand and Secondhand Accounts, Lesson 9, p. 41</a> <a href="#">Masterpiece Sentences Online Activities, Units 6–12</a>  <i>Online Text Training</i> An online dictionary is available in all online Text Training Practice activities. The icon is in the top right corner. <a href="#">Unit 8, Sentence Completion with Spelling, Irregular Verbs</a>
L.4.1a	Demonstrate command of the conventions of standard English	<b>Level 2:</b>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
	grammar and usage when writing or speaking. Use <b>interrogative</b> , relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). <b>CA</b>	<a href="#">Unit 8, Lesson 2, pp. 104–106</a> <a href="#">Unit 9, Lesson 2, pp. 213–218</a>  <i>Online Text Training</i> <a href="#">Unit 8, Sentence Completion, Interrogative Relative Pronouns</a> <a href="#">Unit 8, Selection Identification, Relative Adverbs</a> <a href="#">Unit 9, Sentence Completion, Interrogative Relative Pronouns</a> <a href="#">Unit 9, Selection Identification, Relative Adverbs</a>
L.4.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	<b>Level 1:</b> <a href="#">Unit 5, Lesson 2, pp. 325–328</a> <a href="#">Unit 5, Lesson 8, pp. 375–376</a> <a href="#">Unit 6, Lesson 3, p. 418</a> <a href="#">Unit 6, Lesson 9, p. 467</a> <a href="#">Unit 10, Lesson 4, p. 319</a> <a href="#">Unit 10, Lesson 6, p. 338</a> <a href="#">Unit 11, Lesson 6, p. 422</a> <a href="#">Unit 11, Lesson 9, p. 447</a>  <b>Level 2:</b> <a href="#">Unit 4, Lesson 2, pp. 295–298</a> <a href="#">Unit 6, Lesson 2, pp. 468–470</a>  <i>Online Text Training</i> <a href="#">Unit 5, Sentence Completion, Tenses</a> <a href="#">Unit 6, Sentence Completion, Tenses</a> <a href="#">Tense Timeline poster</a>
L.4.1c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	<b>Level 1:</b> <a href="#">Unit 12, Lesson 6, pp. 517–520</a> <a href="#">Unit 12, Lesson 8, pp. 547–548</a> <a href="#">Masterpiece Sentences Online Activity, Unit 12</a>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
		<b>Level 2:</b> <i>Online Text Training</i> <a href="#">Unit 12, Sentence Completion, Modals</a>
L.4.1d	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	<b>Level 1:</b> <a href="#">Unit 12, Lesson 2, pp. 481–482</a> <a href="#">Unit 12, Lesson 6, p. 521</a> <a href="#">Writing Project: Thematic Literature, Lesson 8, p. 33</a>  <b>Level 2:</b> <a href="#">Unit 3, Lesson 2, pp. 184–185</a> <a href="#">Royal Order of Adjectives poster</a>
L.4.1e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use prepositional phrases.	<b>Level 1:</b> <a href="#">Unit 3, Lesson 2, pp. 174–175</a> <a href="#">Unit 3, Lesson 3, pp. 182–184</a> <a href="#">Unit 4, Lesson 4, p. 263</a> <a href="#">Unit 4, Lesson 8, pp. 291–292</a>  <i>Online Text Training</i> <a href="#">Unit 3, Fill in the Blank, Prepositions</a>  <b>Level 2:</b> <a href="#">Unit 2, Lesson 2, pp. 102–104</a>  <i>Online Text Training</i> <a href="#">Unit 3, Multiple Choice, Prepositional Phrases</a> <a href="#">Unit 4, Multiple Choice, Prepositional Phrases</a>
L.4.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* [Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to	<b>Level 1:</b> <a href="#">Writing Project: Compare and Contrast Fairy Tales, Lesson 6, pp. 29–31</a>  <a href="#">Masterpiece Sentences Online Activity, Units 6–12</a>



Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
	increasingly sophisticated writing and speaking are marked with an asterisk (*).]	
L.4.1g	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Correctly use frequently confused words (e.g., to, too, two; there, their).*	<b>Level 1:</b> <a href="#">Unit 8, Lesson 6, pp. 153–154</a>  <b>Level 2:</b> <i>Online Text Training</i> <a href="#">Unit 3, Sentence Completion, Confusing Words</a> <a href="#">Unit 5, Sentence Completion, Confusing Words</a> <a href="#">Unit 9, Sentence Completion, Confusing Words</a>  <i>Online Word Training</i> <a href="#">Unit 4, Lesson 3, Homophones They’re, Their, There Tutorial</a> <a href="#">Unit 4, Lesson 3, Sentence Completion with Spelling</a> <a href="#">Unit 8, Lesson 4, Homophones Tutorial</a> <a href="#">Unit 8, Lesson 4, Confusing Words</a>
L.4.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization.	<b>Level 1:</b> <a href="#">Unit 1, Lesson 2, pp. 19–21</a> <a href="#">Unit 1, Lesson 8, p. 63</a> <a href="#">Unit 2, Lesson 2, pp. 98–100</a> <a href="#">Unit 9, Lesson 3, pp. 214–215</a> <a href="#">Unit 10, Lesson 2, p. 306</a>  <i>Online Text Training</i> <a href="#">Unit 9, Proofreading, Correcting Capitalization and Punctuation</a> <a href="#">Unit 10, Proofreading, Correcting Capitalization and Punctuation</a> <a href="#">Unit 11, Proofreading, Correcting Capitalization and Punctuation</a>  <b>Level 2:</b> <a href="#">Unit 1, Lesson 2, pp. 24–25</a>  <i>Online Text Training</i>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
		<a href="#">Unit 1, Proofreading, Correcting Punctuation and Capitalization</a> <a href="#">Unit 2, Sentence Dictation, Capitalization and Proper Nouns</a>
L.4.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas and quotation marks to mark direct speech and quotations from a text.	<b>Level 1:</b> <a href="#">Unit 9, Lesson 3, pp. 216–220</a> <a href="#">Writing Project: Compare and Contrast Fairy Tales, Lesson 5, pp. 27–28</a>  <i>Online Text Training</i> <a href="#">Unit 8, Listen and Identify, Punctuating Dialog</a>  <b>Level 2:</b> <a href="#">Unit 6, Lesson 10, p. 547</a> <a href="#">Unit 9, Lesson 7, pp. 252–253</a> <a href="#">Writing Project: Literary Analysis, Lesson 8, p. 26–27</a>  <i>Online Text Training</i> <a href="#">Unit 9, Multiple Choice, Dialog</a>
L.4.2c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma before a coordinating conjunction in a compound sentence.	<b>Level 1:</b> <a href="#">Unit 9, Lesson 2, pp. 204–205</a> <a href="#">Unit 10, Lesson 2, p. 305</a>  <b>Level 2:</b> <a href="#">Unit 6, Lesson 2, pp. 473–476</a>  <i>Online Text Training</i> <a href="#">Unit 8, Sentence Completion, Commas and Semicolons</a>
L.5.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	<b>Level 1:</b> <a href="#">Unit 3, Lesson 2, pp. 174–175</a> <a href="#">Unit 9, Lesson 2, pp. 204–205</a> <a href="#">Unit 12, Lesson 7, pp. 526, 534, 538</a>  <b>Level 2:</b> <a href="#">Unit 2, Lesson 2, pp. 102–104</a>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
		<a href="#">Unit 5, Lesson 2, pp. 384–386</a> <a href="#">Unit 7, Lesson 2, pp. 20–22</a>  <i>Online Text Training</i> <a href="#">Unit 10, Selection Identification; Conjunctions, Prepositions, and Interjections</a> <a href="#">Unit 12, Key Concept Quiz; Gerunds, Participles, Infinitives, Conjunctions, Prepositions, Interjections</a>
L.5.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	<b>Level 1:</b> <a href="#">Writing Project: Shared Scientific Research, Lesson 4, pp. 18–20</a> <a href="#">Writing Project: Problem and Solution, Lesson 7, pp. 29–30</a>  <b>Level 2:</b> <a href="#">Unit 11, Lesson 4, pp. 414, 416</a> <a href="#">Unit 11, Lesson 9, p. 455</a> <a href="#">Writing Project: Compare and Contrast Fiction and Nonfiction, Lesson 8, pp. 31–33</a> <a href="#">Tense Timeline poster</a>
L.5.1c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use verb tense to convey various times, sequences, states, and conditions.	<b>Level 1:</b> <a href="#">Unit 4, Lesson 8, pp. 293–294</a> <a href="#">Unit 5, Lesson 2, pp. 325–328</a> <a href="#">Unit 6, Lesson 3, p. 418</a> <a href="#">Unit 9, Lesson 3, pp. 213–214</a> <a href="#">Unit 9, Lesson 6, pp. 239–240</a> <a href="#">Unit 10, Lesson 3, pp. 311–312</a> <a href="#">Unit 11, Lesson 2, pp. 387–390</a> <a href="#">Writing Project: Shared Scientific Research, Lesson 4, pp. 18–20; Lesson 5, pp. 21–24</a> <a href="#">Writing Project: Problem and Solution, Lesson 7, p. 29–30</a>  <i>Online Text Training</i> <a href="#">Unit 1, Selection Identification, Past and Present Tense Verbs</a>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
		<p><b>Level 2:</b>  <a href="#">Unit 1, Lesson 7, pp. 55–57</a>  <a href="#">Unit 8, Lesson 2, pp. 106–109</a>  <a href="#">Writing Project: Compare and Contrast Fiction and Nonfiction, Lesson 8, pp. 31–33</a></p> <p><i>Online Text Training</i>  <a href="#">Unit 5, Sentence Completion, Tenses</a>  <a href="#">Unit 6, Sentence Completion, Tenses</a></p> <p><i>Online Word Training</i>  <a href="#">Unit 1, Lesson 3, Inflectional Endings -s and -ed Tutorial</a>  <a href="#">Unit 1, Lesson 3, Word Construction</a></p>
L.5.1d	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Recognize and correct inappropriate shifts in verb tense.*  [Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).]</p>	<p><b>Level 2:</b>  <a href="#">Unit 8, Lesson 2, p. 110</a>  <a href="#">Writing Project: Compare and Contrast Fiction and Nonfiction, Lesson 8, pp. 33–34</a></p> <p><i>Online Text Training</i>  <a href="#">Unit 9, Proofreading; Correcting Pronouns and Verb Tense</a>  <a href="#">Unit 10, Proofreading; Correcting Pronouns and Verb Tense</a>  <a href="#">Unit 11, Proofreading; Correcting Pronouns and Verb Tense</a></p>
L.5.1e	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use correlative conjunctions (e.g., either/or, neither/nor).</p>	<p><b>Level 1:</b>  <a href="#">Unit 9, Lesson 2, pp. 205–206</a>  <a href="#">Unit 11, Lesson 9, p. 447</a></p> <p><b>Level 2:</b>  <a href="#">Unit 6, Lesson 9, p. 531</a>  <a href="#">Unit 8, Lesson 9, p. 181</a>  <a href="#">Unit 12, Lesson 2, pp. 492–494</a></p>
L.5.2a	Demonstrate command of the conventions of standard English	<b>Level 1:</b>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
	capitalization, punctuation, and spelling when writing. Use punctuation to separate items in a series.*	<a href="#">Unit 1, Lesson 2, pp. 19–21</a> <a href="#">Unit 5, Lesson 3, p. 338</a> <a href="#">Unit 10, Lesson 2, p. 306</a>  <i>Online Text Training</i> <a href="#">Unit 11, Proofreading, Correcting Capitalization and Punctuation</a> <a href="#">Unit 12, Proofreading, Correcting Capitalization and Punctuation</a>  <b>Level 2:</b> <i>Online Text Training</i> <a href="#">Unit 1, Proofreading, Correcting Capitalization and Punctuation</a>
L.5.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma to separate an introductory element from the rest of the sentence.	<b>Level 1:</b> <a href="#">Unit 3, Lesson 6, pp. 203–204</a> <a href="#">Unit 4, Lesson 3, p. 259</a> <a href="#">Unit 4, Lesson 8, pp. 291–292</a>  <b>Level 2:</b> <a href="#">Unit 2, Lesson 7, pp. 136–137</a> <a href="#">Unit 7, Lesson 2, pp. 22–24</a>  <i>Online Text Training</i> <a href="#">Unit 8, Sentence Completion, Commas and Semicolons</a>
L.5.2c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?).	<b>Level 1:</b> <a href="#">Unit 1, Lesson 5, p. 42</a>  <b>Level 2:</b> <a href="#">Unit 9, Lesson 9, pp. 266, 267, 269</a>  <i>Online Text Training</i> <a href="#">Unit 9, Proofreading, Additional Comma Uses</a>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
L.5.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use underlining, quotation marks, or italics to indicate titles of works.	<b>Level 1:</b> <a href="#">Unit 1, Lesson 8, p. 63</a> <a href="#">Unit 3, Lesson 2, p. 177</a> <a href="#">Unit 5, Lesson 8, p. 380</a> <a href="#">Unit 10, Lesson 9, pp. 358–359</a> <a href="#">Writing Project: Compare and Contrast Fairy Tales, Lesson 6, pp. 31–32</a> <a href="#">Writing Project: Basic Paragraph, Lesson 2, p. 12</a>  <b>Level 2:</b> <a href="#">Unit 1, Lesson 10, p. 73</a> <a href="#">Unit 12, Lesson 10, p. 546</a>
L.5.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.	<b>Level 1:</b> <a href="#">Writing Project: Compare and Contrast Fairy Tales, Lesson 8, p. 36</a> <a href="#">Writing Project: Thematic Literature, Lesson 8, p. 32</a> <a href="#">Writing Project: Argument, Lesson 8, p. 31</a>  <b>Level 2:</b> <i>Online Word Training</i> <a href="#">Unit 5, Lesson 3, Sentence Dictation</a> <a href="#">Unit 8, Lesson 2, Sentence Completion with Spelling</a> <a href="#">Unit 5, Spell Words Goal</a> <a href="#">Masterpiece Sentences Online Activity, Units 6–12</a>  The Sight Words game covers irregular words. Level 1 uses top 300 Fry words, Level 2 uses top 600 Fry words.  <a href="#">Sight Words game</a> <a href="#">Program Guide, Sight Words List, pp. 86–87</a>
L.6.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Ensure that pronouns are in the proper case (subjective, objective, possessive).	<b>Level 1:</b> <a href="#">Unit 7, Lesson 3, pp. 28–29</a> <a href="#">Unit 10, Lesson 6, pp. 339–340</a> <a href="#">Writing Project: Firsthand and Secondhand Accounts, Lesson 8, pp. 38–</a>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
		<a href="#">39</a>  <i>Online Text Training</i> <a href="#">Unit 6, Selection Identification, Subject Pronouns</a> <a href="#">Unit 6, Sentence Completion, Subject-Verb Agreement</a> <a href="#">Unit 7, Selection Identification, Object Pronouns</a>  <b>Level 2:</b> <a href="#">Unit 2, Lesson 2, pp. 97–99</a> <a href="#">Writing Project: Informational, Lesson 7, pp. 19–21</a>  <i>Online Text Training</i> <a href="#">Unit 3, Selection Identification, Pronouns</a> <a href="#">Unit 9, Proofreading, Correcting Pronouns and Verb Tense</a>
L.6.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use <b>all pronouns, including</b> intensive pronouns (e.g., myself, ourselves) <b>correctly</b> . CA	<b>Level 1:</b> <i>Online Text Training</i> <a href="#">Unit 6, Selection Identification, Subject Pronouns</a> <a href="#">Unit 6, Sentence Completion, Subject-Verb Agreement</a> <a href="#">Unit 7, Selection Identification, Object Pronouns</a>  <b>Level 2:</b> <a href="#">Unit 5, Lesson 2, pp. 387–389</a> <a href="#">Unit 8, Lesson 9, p. 184</a> <a href="#">Unit 12, Lesson 4, pp. 502, 507</a>  <i>Online Text Training</i> <a href="#">Unit 3, Selection Identification, Pronouns</a> <a href="#">Unit 8, Fill in the Blank; Relative Pronouns</a> <a href="#">Unit 8, Shuffle; Indefinite Pronouns</a> <a href="#">Unit 9, Sentence Completion; Interrogative Relative Pronouns</a> <a href="#">Unit 9, Proofreading, Correcting Pronouns and Verb Tense</a>
L.6.1c	Demonstrate command of the conventions of standard English	<b>Level 1:</b>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
	grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in pronoun number and person.* [Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).]	<a href="#">Writing Project: Firsthand and Secondhand Accounts, Lesson 8, pp. 38–39</a>  <b>Level 2:</b> <i>Online Text Training</i> <a href="#">Unit 9, Proofreading, Correcting Pronouns and Verb Tense</a> <a href="#">Unit 10, Proofreading; Correcting Pronouns and Verb Tense</a> <a href="#">Unit 11, Proofreading; Correcting Pronouns and Verb Tense</a>
L.6.1d	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* [Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).]	<b>Level 1:</b> <a href="#">Unit 7, Lesson 2, pp. 19–20</a> <a href="#">Writing Project: Firsthand and Secondhand Accounts, Lesson 8, pp. 38–39</a>  <b>Level 2:</b> <a href="#">Unit 8, Lesson 9, pp. 173–186</a>  <i>Online Text Training</i> <a href="#">Unit 8, Multiple Choice, Vague Pronoun References</a> <a href="#">Unit 9, Proofreading; Correcting Pronouns and Verb Tense</a> <a href="#">Unit 10, Proofreading; Correcting Pronouns and Verb Tense</a>
L.6.1e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.*	<b>Level 2:</b> <a href="#">Unit 2, Lesson 1, p. 92</a> <a href="#">Unit 2, Lesson 4, pp. 112, 113</a> <a href="#">Unit 2, Lesson 9, p. 150</a> <a href="#">Unit 4, Lesson 6, p. 321</a> <a href="#">Unit 12, Lesson 2, p. 493</a> <a href="#">Writing Project: Literary Analysis, Lesson 6, p. 34</a>  <i>Online Text Training</i> <a href="#">Unit 5, Sort, Standard and Nonstandard Usage</a> <a href="#">Unit 6, Sentence Completion with Spelling; Correcting Nonstandard Usage</a>



Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
L.6.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	<p><b>Level 1:</b>  <a href="#">Writing Project: Thematic Literature, Lesson 6, pp. 22–25</a></p> <p><b>Level 2:</b>  <a href="#">Unit 8, Lesson 2, pp. 104–106, 111–112</a>  <a href="#">Unit 11, Lesson 2, pp. 402–403</a>  <a href="#">Writing Project: Literary Analysis, Lesson 6, pp. 30–34</a></p> <p><i>Online Text Training</i>  <a href="#">Unit 11, Sentence Completion, Appositives</a>  <a href="#">Unit 12, Multiple Choice, Parentheses</a></p>
L.6.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.	<p><b>Level 2:</b>  <a href="#">Unit 2, Lesson 3, Sentence Completion with Spelling</a>  <a href="#">Unit 5, Lesson 1, Sentence Dictation</a>  <a href="#">Unit 6, Spell Words Goal</a>  <a href="#">Unit 9, Lesson 4, Syllabification</a>  <a href="#">Unit 11, Spell Words Goal</a></p> <p>The Sight Words game covers irregular words. Level 1 uses top 300 Fry words, Level 2 uses top 600 Fry words.  <a href="#">Sight Words game</a>  <a href="#">Program Guide, Sight Words List, pp. 86–87</a></p>
L.7.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of phrases and clauses in general and their function in specific sentences.	<p><b>Level 2:</b>  <a href="#">Unit 7 Lesson 2, pp. 19–24</a>  <a href="#">Unit 8, Lesson 2, pp. 105–106, 111–112</a>  <a href="#">Unit 9, Lesson 2, pp. 213–218</a>  <a href="#">Unit 11, Lesson 2, pp. 399–403</a>  <a href="#">Writing Project: Cause and Effect, Lesson 8, pp. 20–21</a></p>
L.7.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Choose among simple, compound, complex, and compound-	<p><b>Level 2:</b>  <a href="#">Unit 5, Lesson 2, pp. 384–386</a>  <a href="#">Unit 6, Lesson 2, pp. 471–472, 474</a>  <a href="#">Unit 7, Lesson 2, pp. 20–24</a></p>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
	complex sentences to signal differing relationships among ideas.	<a href="#">Unit 8, Lesson 2, pp. 105–106, 111–112</a> <a href="#">Unit 9, Lesson 2, pp. 213–218</a>
L.7.1c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* [Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).]	<b>Level 1:</b> <a href="#">Unit 11, Lesson 8, pp. 438–439</a>  <b>Level 2:</b> <a href="#">Unit 4, Lesson 9, p. 349</a> <a href="#">Unit 5, Lesson 4, p. 403</a>  <i>Online Text Training</i> <a href="#">Unit 5, Shuffle, Misplaced Modifiers</a> <a href="#">Unit 5, Selection Identification, Dangling Modifiers</a> <a href="#">Unit 4, Multiple Choice, Misplaced and Dangling Modifiers</a>
L.7.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).	<b>Level 2:</b> <a href="#">Unit 3, Lesson 2, pp. 184–185</a> <a href="#">Unit 5, Lesson 4, p. 401</a> <a href="#">Unit 11, Lesson 4, pp. 413, 414</a>  <i>Online Text Training</i> <a href="#">Unit 4, Sentence Completion, Coordinate and Consecutive Modifiers</a>
L.7.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.	<b>Level 2:</b> <i>Online Word Training</i> <a href="#">Unit 7, Lesson 1, Sentence Completion with Spelling</a> <a href="#">Unit 11, Lesson 4, Sentence Dictation</a> <a href="#">Unit 12, Spell Words Goal</a> <a href="#">Masterpiece Sentences Online Activity, Units 6–12</a>  The Sight Words game covers irregular words. Level 1 uses top 300 Fry words, Level 2 uses top 600 Fry words.

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
		<a href="#">Sight Words game</a> <a href="#">Program Guide, Sight Words List, pp. 86–87</a>
L.8.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	<b>Level 1:</b> <a href="#">Unit 9, Lesson 6, p. 241</a>  <b>Level 2:</b> <a href="#">Unit 10, Lesson 2, pp. 307–311</a> <a href="#">Unit 11, Lesson 2, pp. 399–401</a> <a href="#">Unit 12, Lesson 2, pp. 487–489</a>  <i>Online Text Training</i> <a href="#">Unit 11, Selection Identification; Gerunds, Participles, and Infinitives</a> <a href="#">Unit 12, Key Concept Quiz, Gerunds, Participles, Infinitives, Conjunctions, Prepositions, Interjections</a> <a href="#">Unit 10, Sort, Gerunds</a>
L.8.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use verbs in the active and passive voice.	<b>Level 2:</b> <a href="#">Unit 9, Lesson 2, pp. 218–220</a> <a href="#">Unit 10, Lesson 2, pp. 304–305</a>  <i>Online Text Training</i> <a href="#">Unit 10, Sort; Active and Passive Voice</a> <a href="#">Unit 10, Multiple Choice, Identifying Shifts in Verb Voice</a> <a href="#">Unit 10, Correcting Shifts in Verb Voice</a> <a href="#">Unit 11, Sentence Completion with Spelling; Active and Passive Voice</a> <a href="#">Unit 11, Proofreading; Correcting Pronouns and Verb Tense</a>
L.8.1c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	<b>Level 1:</b> <a href="#">Writing Project: Shared Scientific Research, Lesson 5, pp. 21–24</a>  <b>Level 2:</b> <a href="#">Unit 8, Lesson 2, pp. 106–109</a> <a href="#">Unit 10, Lesson 4, p. 323</a> <a href="#">Unit 11, Lesson 4, p. 415</a>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
		<i>Online Text Training</i> <a href="#">Unit 8, Multiple Choice, Identifying Shifts in Verb Mood</a> <a href="#">Unit 8, Selection Identification, Correcting Shifts in Verb Mood</a> <a href="#">Unit 6, Multiple Choice, Verb Moods</a>
L.8.1d	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in verb voice and mood.* [Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).]	<b>Level 2:</b> <a href="#">Unit 8, Lesson 2, pp. 106–110</a> <a href="#">Unit 10, Lesson 2, pp. 304–307</a>  <i>Online Text Training</i> <a href="#">Unit 10, Multiple Choice, Identifying Shifts in Verb Voice</a> <a href="#">Unit 10, Selection Identification, Correcting Shifts in Verb Voice</a> <a href="#">Unit 10, Proofreading; Correcting Pronouns and Verb Tense</a>
L.8.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	<b>Level 1:</b> <a href="#">Writing Project: Problem and Solution, Lesson 7, pp. 31–32</a>  <b>Level 2:</b> <a href="#">Unit 7, Lesson 9, p. 71</a> <a href="#">Unit 8, Lesson 9, p. 186</a> <a href="#">Unit 11, Lesson 9, p. 455</a> <a href="#">Unit 12, Lesson 9, p. 541</a> <a href="#">Writing Project: Literary Analysis, Lesson 6, pp. 30–34</a>  <i>Online Text Training</i> <a href="#">Unit 10, Proofreading, Correcting Punctuation</a>
L.8.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use an ellipsis to indicate an omission.	<b>Level 1:</b> <a href="#">Unit 9, Lesson 8, p. 252</a>  <b>Level 2:</b> <a href="#">Unit 9, Lesson 4, p. 228</a> <a href="#">Unit 12, Lesson 9, p. 539</a>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
		<i>Online Text Training</i> <a href="#">Unit 10, Proofreading, Correcting Punctuation</a> <a href="#">Unit 9, Multiple Choice, Ellipses</a>
	<b>Knowledge of Language</b>	
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	<b>Level 1:</b> <a href="#">Unit 10, Lesson 10, pp. 352–353</a>  <b>Level 2:</b> <a href="#">Unit 4, Lesson 6, pp. 321</a> <a href="#">Writing Project: Literary Analysis, Lesson 6, p. 34</a> <a href="#">Writing Project: Career Documents, Lesson 3, p. 14</a>  <i>Online Text Training</i> <a href="#">Unit 3, Sort, Formal and Informal Language</a> <a href="#">Unit 4, Sort, Formal and Informal Language</a> <a href="#">Unit 6, Sort, Formal and Informal Language</a> <a href="#">Unit 5, Sort, Standard and Nonstandard English</a>
L.3.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect.*	<b>Level 1:</b> <a href="#">Unit 5, Lesson 2, p. 329</a> <a href="#">Writing Project: Thematic Literature, Lesson 7, pp. 26–27</a>  <b>Level 2:</b> <i>Online Text Training</i> <a href="#">Unit 4, Sentence Completion, Use Shades of Meaning</a> <a href="#">Writing Project: Narrative, Lesson 6, p. 18</a>
L.3.3b	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Recognize and observe differences between the conventions of spoken and written standard English.	<b>Level 2:</b> <a href="#">Unit 3, Lesson 4, pp. 198–205</a> <a href="#">Unit 4, Lesson 6, p. 321</a>  <i>Online Word Training</i> <a href="#">Level 2, Unit 4, Lesson 3, Contractions with Are</a>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
		<i>Online Text Training</i> <a href="#">Unit 5, Sort, Standard and Nonstandard English</a> <a href="#">Unit 6, Sentence with Spelling Correcting Nonstandard Usage</a>
L.4.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.* [Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).]	<b>Level 1:</b> <a href="#">Unit 6, Lesson 2, pp. 413–414</a> <a href="#">Unit 6, Lesson 6, p. 445</a> <a href="#">Unit 8, Lesson 6, p. 158</a> <a href="#">Unit 9, Lesson 6, pp. 242–243</a> <a href="#">Unit 10, Lesson 6, pp. 341–342</a> <a href="#">Unit 11, Lesson 6, pp. 423–425</a> <a href="#">Unit 12, Lesson 6, p. 521</a> <a href="#">Writing Project: Thematic Literature, Lesson 7, pp. 26–27</a>  <b>Level 2:</b> <a href="#">Unit 1, Lesson 2, pp. 22–24</a>
L.4.3b	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose punctuation for effect.*	<b>Level 1:</b> <a href="#">Writing Project: Problem and Solution, Lesson 7, pp. 31–32</a> <a href="#">Writing Project: Thematic Literature, Lesson 6, pp. 22–23</a>  <i>Online Text Training</i> <a href="#">Unit 3, Sentence Completion, Punctuation for Effect</a>  <b>Level 2:</b> <a href="#">Unit 10, Lesson 9, pp. 361–362</a> <a href="#">Writing Project: Literary Analysis, Lesson 6, pp. 30–32</a>  <i>Online Text Training</i> <a href="#">Unit 10, Proofreading, Correcting Punctuation</a>
L.4.3c	Use knowledge of language and its conventions when writing,	<b>Level 1:</b>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
	speaking, reading, or listening. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	<a href="#">Unit 10, Lesson 8, pp. 356–357</a> <a href="#">Writing Project: Shared Scientific Research, Lesson 9, pp. 32–33</a> <a href="#">Writing Project: Career Documents, Lesson 3, p. 15</a>  <b>Level 2:</b> <a href="#">Unit 4, Lesson 6, pp. 321</a> <a href="#">Writing Project: Literary Analysis, Lesson 6, p. 34</a> <a href="#">Writing Project: Career Documents, Lesson 3, pp. 12–14; Lesson 4, pp. 19–20</a>
L.5.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	<b>Level 1:</b> <a href="#">Unit 4, Lesson 6, pp. 279–281</a> <a href="#">Unit 6, Lesson 2, pp. 413–414</a> <a href="#">Unit 6, Lesson 6, p. 445</a> <a href="#">Unit 8, Lesson 6, p. 158</a> <a href="#">Unit 9, Lesson 6, pp. 242–243</a> <a href="#">Unit 10, Lesson 6, pp. 341–342</a> <a href="#">Unit 11, Lesson 6, pp. 423–425</a> <a href="#">Writing Project: Compare and Contrast Fairy Tales, Lesson 6, pp. 29–31</a> <a href="#">Writing Project: Argument, Lesson 7, p. 29; Lesson 8, pp. 31–32</a>  <b>Level 2:</b> <a href="#">Unit 3, Lesson 2, pp. 187–189</a> <a href="#">Unit 8, Lesson 2, pp. 111–112</a> <a href="#">Writing Project: Narrative, Lesson 6, pp. 16–18</a> <a href="#">Masterpiece Sentences Online Activity, Units 6–12</a>
L.5.3b	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	<b>Level 2:</b> <a href="#">Unit 2, Lesson 6, p. 133</a> <a href="#">Unit 3, Lesson 4, pp. 198–205</a>
L.6.3a	Use knowledge of language and its conventions when writing,	<b>Level 1:</b>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
	speaking, reading, or listening. Vary sentence patterns for meaning, reader/ listener interest, and style.* [Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).]	<a href="#">Unit 6, Lesson 2, pp. 413–414</a> <a href="#">Unit 7, Lesson 2, pp. 21–22</a> <a href="#">Unit 9, Lesson 6, pp. 242–243</a> <a href="#">Unit 11, Lesson 6, pp. 423–425</a> <a href="#">Masterpiece Sentences Online Activity, Units 6–12</a>
L.6.3b	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Maintain consistency in style and tone.*	<b>Level 1:</b> <a href="#">Writing Project: Problem and Solution, Lesson 7, p. 31</a>  <b>Level 2:</b> <a href="#">Writing Project: Informational, Lesson 7, pp. 19–20</a>
L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	<b>Level 1:</b> <a href="#">Unit 9, Lesson 6, pp. 242–243</a> <a href="#">Unit 10, Lesson 2, pp. 305–306</a> <a href="#">Unit 11, Lesson 6, pp. 423–425</a> <a href="#">Writing Project: Thematic Literature, Lesson 7, pp. 26–28</a>  <b>Level 2:</b> <a href="#">Unit 1, Lesson 7, pp. 57–59</a> <a href="#">Unit 7, Lesson 8, pp. 63–64</a> <a href="#">Unit 8, Lesson 2, pp. 111–112</a> <a href="#">Unit 12, Lesson 10, pp. 545–550</a>
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	<b>Level 1:</b> <a href="#">Writing Project: Shared Scientific Research, Lesson 5, pp. 21–24</a>  <b>Level 2:</b> <a href="#">Unit 8, Lesson 2, pp. 106–109</a> <a href="#">Unit 9, Lesson 2, pp. 218–220</a> <a href="#">Unit 10, Lesson 2, pp. 304–305</a> <a href="#">Unit 10, Lesson 4, p. 323</a> <a href="#">Unit 11, Lesson 4, p. 415</a>



Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
		<i>Online Text Training</i> <a href="#">Unit 8, Multiple Choice, Identifying Shifts in Verb Mood</a> <a href="#">Unit 8, Selection Identification, Correcting Shifts in Verb Mood</a> <a href="#">Unit 6, Multiple Choice, Verb Moods</a> <a href="#">Unit 10, Multiple Choice, Identifying Shifts in Verb Voice</a> <a href="#">Unit 10, Correcting Shifts in Verb Voice</a> <a href="#">Unit 11, Sentence Completion with Spelling; Active and Passive Voice</a>
	<b>Vocabulary Acquisitions and Use</b>	
L.1.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.	<b>Level 1:</b> <a href="#">Unit 2, Lesson 2, pp. 92–94</a> <a href="#">Unit 2, Lesson 7, pp. 125–126</a> <a href="#">Unit 3, Lesson 2, pp. 172–173</a> <a href="#">Unit 3, Lesson 6, pp. 202–203</a> <a href="#">Unit 5, Lesson 2, pp. 323–324</a> <a href="#">Unit 5, Lesson 6, pp. 358–359</a>  <i>Online Text Training</i> <a href="#">Unit 3, Sentence Completion, Confusing Words</a> <a href="#">Unit 5, Sentence Completion, Confusing Words</a> <a href="#">Unit 6, Sentence Completion, Confusing Words</a>  <b>Level 2:</b> <i>Online Word Training</i> <a href="#">Unit 8, Lesson 4, Homophones Tutorial</a> <a href="#">Unit 8, Lesson 4, Confusing Words</a>
L.1.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. Use frequently occurring affixes as a clue to the meaning of a word.	<b>Level 1:</b> <a href="#">Unit 5, Lesson 3, pp. 331–333</a> <a href="#">Unit 6, Lesson 3, pp. 418–419</a>  <i>Online Text Training</i> <a href="#">Unit 5, Sentence Completion, Inflectional Endings</a>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
		<a href="#">Unit 9, Fill in the Blank, Inflectional Endings</a>  <i>Online Word Training</i> <a href="#">Unit 4, Lesson 3, Inflectional Ending Review Tutorial</a> <a href="#">Unit 4, Lesson 3, Sentence Completion</a> <a href="#">Unit 4, Lesson 4, Inflectional Ending Review Tutorial</a>  <b>Level 2:</b> <i>Online Word Training</i> <a href="#">Unit 1, Lesson 3, Inflectional Endings -s and -ed Tutorial</a> <a href="#">Unit 1, Lesson 3, Inflectional Ending -ing Tutorial</a> <a href="#">Unit 1, Lesson 3, Check Understanding</a> <a href="#">Unit 1, Lesson 3, Sentence Completion</a>
L.1.4c	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	<b>Level 1:</b> <a href="#">Unit 5, Lesson 3, pp. 331–333</a> <a href="#">Unit 5, Lesson 8, pp. 375–376</a> <a href="#">Unit 6, Lesson 3, pp. 418–419</a> <a href="#">Unit 9, Lesson 9, p. 272</a> <a href="#">Unit 11, Lesson 2, pp. 387–390</a>  <i>Online Text Training</i> <a href="#">Unit 5, Sentence Completion, Inflectional Endings</a> <a href="#">Unit 9, Fill in the Blank, Inflectional Endings</a>  <i>Online Word Training</i> <a href="#">Unit 4, Lesson 3, Inflectional Ending Review Tutorial</a> <a href="#">Unit 4, Lesson 3, Sentence Completion</a> <a href="#">Unit 4, Lesson 4, Inflectional Ending Review Tutorial</a>  <b>Level 2:</b> <i>Online Text Training</i> <a href="#">Unit 1, Sort, Inflectional Endings</a>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
		<a href="#">Unit 5, Sort, Derivatives</a>  <i>Online Word Training</i> <a href="#">Unit 1, Lesson 3, Inflectional Endings -s and -ed Tutorial</a> <a href="#">Unit 1, Lesson 3, Inflectional Ending -ing Tutorial</a> <a href="#">Unit 1, Lesson 3, Check Understanding</a> <a href="#">Unit 1, Lesson 3, Sentence Completion</a>
L.1.5a	<p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	<p><b>Level 1:</b>  <a href="#">Unit 1, Lesson 3, pp. 25–28</a>  <a href="#">Unit 4, Lesson 2, p. 251</a>  <a href="#">Unit 6, Lesson 9, pp. 465–466</a>  <a href="#">Unit 9, Lesson 9, p. 272</a>  <a href="#">Unit 11, Lesson 2, pp. 387–390</a></p> <p><i>Online Text Training</i>  <a href="#">Unit 1, Sort, Nouns and Verbs</a>  <a href="#">Unit 3, Sort, Words with Multiple Functions</a></p> <p><b>Level 2:</b>  <i>Online Text Training</i>  <a href="#">Unit 1, Sort, Nouns and Verbs</a></p>
L.1.5b	<p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p>	<p><b>Level 1:</b>  <a href="#">Unit 1, Lesson 6, pp. 45–46</a>  <a href="#">Unit 3, Lesson 6, pp. 202–203</a>  <a href="#">Unit 4, Lesson 6, pp. 278–279</a>  <a href="#">Unit 6, Lesson 6, pp. 440–441</a></p>
L.1.6	<p>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).</p>	<p><b>Level 1:</b>  <a href="#">Unit 6, Lesson 9, pp. 463–465</a>  <a href="#">Unit 8, Lesson 2, pp. 122–123</a></p> <p><i>Online Text Training</i></p>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
		<a href="#">Unit 8, Fill in the Blank, Coordinating Conjunctions</a>  <b>Level 2:</b> <a href="#">Unit 5, Lesson 2, pp. 384–386</a>  <i>Online Text Training</i> <a href="#">Unit 5, Fill in the Blank, Coordinating Conjunctions</a> <a href="#">Unit 7, Fill in the Blank, Subordinate Conjunctions</a> <a href="#">Unit 8, Fill in the Blank, Coordinating and Subordinating Conjunctions</a>
L.2.4d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	<b>Level 1:</b> <a href="#">Unit 7, Lesson 6, pp. 55–57</a>  <b>Level 2:</b> <a href="#">Unit 3, Lesson 2, pp. 182–183</a>  <i>Online Word Training</i> <a href="#">Unit 3, Lesson 2, Compound Words Tutorial</a> <a href="#">Unit 3, Lesson 2, Syllable Stress in Compound Words Tutorial</a> <a href="#">Unit 3, Lesson 2, Sentence Completion</a>
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	<b>Level 1:</b> <a href="#">Unit 3, Lesson 3, pp. 182–183</a> <a href="#">Unit 5, Lesson 6, pp. 359–360</a>  <i>Online Text Training</i> <a href="#">Unit 4, Multiple Choice, Adverbs</a> <a href="#">Unit 5, Selection Identification, Adjectives</a> <a href="#">Unit 6, Multiple Choice, Adjectives</a>  <b>Level 2:</b> <a href="#">Unit 3, Lesson 2, pp. 183–186</a>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
		<i>Online Text Training</i> <a href="#">Unit 3, Listen and Identify, Adjectives</a> <a href="#">Unit 4, Sort, Nouns, Verbs, and Adjectives</a>
L.3.4a	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.	<b>Level 1:</b> <a href="#">Unit 3, Lesson 6, pp. 202–203</a> <a href="#">Unit 5, Lesson 6, pp. 358–359</a> <a href="#">Unit 6, Lesson 4, pp. 425–426</a> <a href="#">Unit 6, Lesson 6, pp. 440–441</a> <a href="#">Unit 6, Lesson 7, pp. 446–452</a>  <b>Level 2:</b> <i>Online Text Training</i> <a href="#">Unit 3, Sentence Completion, Confusing Words</a> <a href="#">Unit 5, Sentence Completion, Confusing Words</a> <a href="#">Unit 6, Sentence Completion, Confusing Words</a>  <i>Online Word Training</i> <a href="#">Unit 8, Lesson 4, Homophones Tutorial</a> <a href="#">Unit 8, Lesson 4, Confusing Words</a>
L.3.4b	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. 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/careless, heat/preheat).	<b>Level 2:</b> <i>Online Text Training</i> <a href="#">Unit 3, Word Association Wall, Derivatives</a> <a href="#">Unit 6, Word Association Wall, Derivatives</a> <a href="#">Unit 8, Word Association Wall, Derivatives</a>  <i>Online Word Training</i> <a href="#">Unit 4, Lesson 2, Prefixes non-, un-, in-, dis- Tutorial</a> <a href="#">Unit 4, Lesson 2, Sentence Completion</a> <a href="#">Unit 4, Lesson 3, Prefixes inter-, under- Tutorial</a>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
		<a href="#">Unit 4, Lesson 3, Word Construction</a> <a href="#">Unit 5, Lesson 3, Prefixes re-, pre-, super- Tutorial</a> <a href="#">Unit 5, Lesson 3, Check Understanding</a> <a href="#">Unit 6, Lesson 4, Prefix anti- Tutorial</a> <a href="#">Unit 6, Lesson 4, Prefix sub- Tutorial</a> <a href="#">Unit 6, Lesson 4, Check Understanding</a>
L.3.4c	<p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p>	<p><b>Level 2:</b></p> <p><i>Online Text Training</i></p> <a href="#">Unit 3, Word Association Wall, Derivatives</a> <a href="#">Unit 6, Word Association Wall, Derivatives</a> <a href="#">Unit 8, Word Association Wall, Derivatives</a>
L.3.4d	<p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases <b>in all content areas. CA</b></p>	<p><b>Level 1:</b></p> <a href="#">Unit 1, Lesson 6, pp. 45–46</a> <a href="#">Unit 4, Lesson 6, pp. 278–279</a> <a href="#">Unit 11, Lesson 3, pp. 397–398</a>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
L.3.5a	Demonstrate understanding of word relationships and nuances in word meanings. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).	<p><b>Level 1:</b>  <a href="#">Unit 6, Lesson 8, p. 462</a>  <a href="#">Unit 7, Lesson 3, pp. 25–27</a>  <a href="#">Unit 8, Lesson 2, pp. 120–121</a>  <a href="#">Unit 8, Lesson 4, pp. 136–137</a></p> <p><i>Online Text Training</i>  <a href="#">Unit 7, Sentence Completion, Similes</a>  <a href="#">Unit 8, Sentence Completion, Metaphors</a>  <a href="#">Unit 9, Sort, Metaphors and Similes</a>  <a href="#">Unit 11, Multiple Choice, Idioms</a></p> <p><b>Level 2:</b>  <i>Online Text Training</i>  <a href="#">Unit 5, Sentence Completion, Similes</a>  <a href="#">Unit 6, Sentence Completion, Extended Similes</a>  <a href="#">Unit 7, Multiple Choice, Metaphors</a>  <a href="#">Unit 9, Multiple Choice, Idioms, Proverbs, and Adages</a></p>
L.3.5b	Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	<p><b>Level 1:</b>  <a href="#">Unit 4, Lesson 1, pp. 241–244</a>  <a href="#">Unit 4, Lesson 3, pp. 257–258</a>  <a href="#">Unit 4, Lesson 5, p. 267</a>  <a href="#">Unit 4, Lesson 8, pp. 290–291</a>  <a href="#">Unit 4, Lesson 9, pp. 295–297</a>  <a href="#">Unit 11, Lesson 1, pp. 375–378</a>  <a href="#">Unit 11, Lesson 3, pp. 394–398</a>  <a href="#">Unit 11, Lesson 9, pp. 444–446</a></p>
L.3.5c	Demonstrate understanding of word relationships and nuances in word meanings. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew,	<p><b>Level 2:</b>  <a href="#">Unit 7, Lesson 7, pp. 53–56</a></p> <p><b>Level 1:</b></p>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
	believed, suspected, heard, wondered).	<a href="#">Writing Project: Argument, Lesson 1, pp. 4–11</a>  <i>Online Text Training</i> <a href="#">Unit 4, Column Matching, Identify Shades of Meaning</a> <a href="#">Unit 4, Sentence Completion, Use Shades of Meaning</a>
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).	<b>Level 1:</b> <a href="#">Writing Project: Firsthand and Secondhand Accounts, Lesson 1, pp. 2–8</a>  <i>Online Text Training</i> <a href="#">Unit 3, Selection Identification, Adverbs</a> <a href="#">Unit 3, Fill in the Blank, Prepositions</a> <a href="#">Unit 4, Selection Identification, Adverbial Phrases</a>  <b>Level 2:</b> <a href="#">Unit 7, Lesson 9, pp. 147–151</a> <a href="#">Unit 4, Lesson 7, pp. 332–333</a> <a href="#">Unit 7, Lesson 9, pp. 66–71</a> <a href="#">Unit 8, Lesson 1, pp. 87–90</a>  <i>Online Text Training</i> <a href="#">Unit 2, Adverbs</a> <a href="#">Unit 4, Multiple Choice, Prepositional Phrases</a> <a href="#">Unit 9, Selection Identification, Dependent Clauses</a> <a href="#">Unit 11, Sentence Completion, Conjunctive Adverbs</a>
L.4.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	<b>Level 1:</b> <a href="#">Unit 6, Lesson 8, p. 462</a> <a href="#">Unit 6, Lesson 9, p. 466</a> <a href="#">Unit 7, Lesson 3, pp. 25–27</a> <a href="#">Unit 8, Lesson 3, pp. 126–128</a> <a href="#">Unit 9, Lesson 3, pp. 210–212</a> <a href="#">Unit 9, Lesson 9, p. 271</a>



Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
		<p><i>Online Text Training</i></p> <p><a href="#">Unit 7, Sentence Completion, Similes</a>  <a href="#">Unit 8, Sentence Completion, Metaphors</a>  <a href="#">Unit 9, Sort, Metaphors and Similes</a>  <a href="#">Unit 11, Multiple Choice, Idioms</a></p> <p><b>Level 2:</b>  <i>Online Text Training</i>  <a href="#">Unit 5, Sentence Completion, Similes</a>  <a href="#">Unit 6, Sentence Completion, Extended Similes</a>  <a href="#">Unit 7, Multiple Choice, Metaphors</a>  <a href="#">Unit 9, Multiple Choice, Idioms, Proverbs, and Adages</a></p>
L.4.5b	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p><b>Level 1:</b>  <a href="#">Unit 5, Lesson 5, pp. 372–374</a>  <a href="#">Unit 11, Lesson 3, p. 396</a>  <a href="#">Unit 12, Lesson 3, pp. 484–485</a></p> <p><i>Online Text Training</i>  <a href="#">Unit 11, Multiple Choice, Idioms</a></p> <p><b>Level 2:</b>  <i>Online Text Training</i>  <a href="#">Unit 9, Multiple Choice, Idioms, Proverbs, and Adages</a></p>
L.4.5c	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p><b>Level 1:</b>  <a href="#">Unit 7, Lesson 9, p. 94</a>  <a href="#">Unit 9, Lesson 9, p. 271</a>  <a href="#">Unit 12, Lesson 3, pp. 484–485</a></p> <p><i>Online Text Training</i>  <a href="#">Unit 2, Column Matching, Antonyms</a>  <a href="#">Unit 3, Column Matching, Synonyms</a></p>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
		<b>Level 2:</b> <a href="#">Unit 3, Lesson 9, pp. 256–257</a> <a href="#">Unit 8, Lesson 9, pp. 120–129</a>  <i>Online Text Training</i> <a href="#">Unit 3, Word Association Wall, Derivatives</a> <a href="#">Unit 6, Word Association Wall, Derivatives</a> <a href="#">Unit 8, Word Association Wall, Derivatives</a>
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).	<b>Level 1:</b> <a href="#">Unit 7, Lesson 1, pp. 7–10</a> <a href="#">Unit 7, Lesson 4, pp. 37–38</a> <a href="#">Unit 11, Lesson 1, pp. 375–378</a> <a href="#">Unit 11, Lesson 4, pp. 404–405</a>  <b>Level 2:</b> <a href="#">Unit 5, Lesson 1, pp. 369–372</a> <a href="#">Unit 5, Lesson 6, pp. 414–417</a> <a href="#">Unit 5, Lesson 9, p. 435</a> <a href="#">Unit 5, Lesson 10, pp. 441–442</a>
L.5.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	<b>Level 2:</b> <a href="#">Unit 4, Lesson 4, pp. 309–315</a> <a href="#">Unit 5, Lesson 4, pp. 399–404</a> <a href="#">Unit 5, Lesson 9, pp. 434–440</a> <a href="#">Unit 7, Lesson 4, pp. 31–38</a> <a href="#">Unit 7, Lesson 7, pp. 53–54</a>  <i>Online Text Training</i> <a href="#">Unit 3: Selection Identification; Unknown and Multiple-Meaning Words</a> <a href="#">Unit 4: Selection Identification; Unknown and Multiple-Meaning Words</a>
L.5.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and	<b>Level 1:</b>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
	<p>content, choosing flexibly from a range of strategies.</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases <b>and to identify alternate word choices in all content areas.</b></p> <p><b>CA</b></p>	<p><a href="#">Unit 5, Lesson 3, p. 336</a>  <a href="#">Unit 5, Lesson 6, pp. 358–359</a>  <a href="#">Unit 6, Lesson 2, p. 414</a>  <a href="#">Unit 6, Lesson 6, pp. 440–441</a>  <a href="#">Writing Project: Argument, Lesson 8, p. 31</a></p> <p><b>Level 2:</b>  <a href="#">Unit 5, Lesson 5, p. 409</a></p> <p><i>Online Text Training</i>  <b>An online dictionary is available in all online Text Training Practice activities. The icon is in the top right corner.</b></p>
L.5.6	<p>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).</p>	<p><b>Level 1:</b>  <i>Online Text Training</i>  <a href="#">Unit 3, Selection Identification, Adverbs</a>  <a href="#">Unit 3, Fill in the Blank, Prepositions</a>  <a href="#">Unit 4, Selection Identification, Adverbial Phrases</a></p> <p><b>Level 2:</b>  <a href="#">Unit 7, Lesson 7, pp. 20–24</a>  <a href="#">Unit 7, Lesson 9, p. 68</a>  <a href="#">Unit 11, Lesson 9, p. 455</a></p> <p><i>Online Text Training</i>  <a href="#">Unit 2, Adverbs</a>  <a href="#">Unit 4, Multiple Choice, Prepositional Phrases</a>  <a href="#">Unit 9, Selection Identification, Dependent Clauses</a>  <a href="#">Unit 11, Sentence Completion, Conjunctive Adverbs</a></p>
L.6.4a	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p>	<p><b>Level 2:</b>  <a href="#">Unit 6, Lesson 4, pp. 482–489</a>  <a href="#">Unit 7, Lesson 9, pp. 68–71</a></p>

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	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	<a href="#">Unit 9, Lesson 4, pp. 228–234</a>  <i>Online Text Training</i> <a href="#">Unit 3: Selection Identification; Unknown and Multiple-Meaning Words</a> <a href="#">Unit 4: Selection Identification; Unknown and Multiple-Meaning Words</a>
L.6.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.  Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	<b>Level 2:</b> <i>Online Word Training</i> <a href="#">Unit 11, Lesson 2, Prefix con-</a> <a href="#">Unit 11, Lesson 2, Word Generator</a> <a href="#">Unit 11, Lesson 3, Prefix in- Tutorial</a> <a href="#">Unit 11, Lesson 3, Suffix -ize Tutorial</a> <a href="#">Unit 11, Lesson 3, Check Understanding</a> <a href="#">Unit 11, Lesson 3, Word Association Wall</a> <a href="#">Unit 12, Lesson 1, Suffix -ate Tutorial</a> <a href="#">Unit 12, Lesson 1, Suffix -ate Skit</a> <a href="#">Unit 12, Lesson 1, Check Understanding</a> <a href="#">Unit 12, Lesson 4, Root “spec” Tutorial</a> <a href="#">Unit 12, Lesson 4, Check Understanding</a>
L.6.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.  Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	<b>Level 1:</b> <a href="#">Unit 11, Lesson 3, pp. 397–398</a> <a href="#">Unit 11, Lesson 9, pp. 445–446</a> <a href="#">Unit 12, Lesson 3, pp. 486–487</a> <a href="#">Unit 12, Lesson 9, pp. 551–552</a>  <b>Level 2:</b> <a href="#">Unit 3, Lesson 8, p. 348</a>  <i>Online Text Training</i> An online dictionary is available in all online Text Training Practice activities. The icon is in the top right corner.
L.6.4d	Determine or clarify the meaning of unknown and multiple-	<b>Level 1:</b>

Standard	Standard Language	How <i>LANGUAGE! Live California</i> Addresses the Standard
	meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<a href="#">Unit 10, Lesson 5, p. 329</a> <a href="#">Unit 10, Lesson 6, pp. 332–336</a> <a href="#">Unit 11, Lesson 6, pp. 419–420</a> <a href="#">Unit 12, Lesson 6, pp. 513–514</a>
L.6.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., personification) in context.	<b>Level 2:</b> <a href="#">Unit 8, Lesson 4, pp. 120–129</a> <a href="#">Unit 10, Lesson 4, pp. 320–327</a> <a href="#">Unit 12, Lesson 4, pp. 502–508</a>  <i>Online Text Training</i> <a href="#">Unit 5, Sentence Completion, Similes</a> <a href="#">Unit 6, Sentence Completion, Extended Similes</a> <a href="#">Unit 7, Multiple Choice, Metaphors</a> <a href="#">Unit 9, Multiple Choice, Idioms, Proverbs, and Adages</a>
L.6.5b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	<b>Level 1:</b> <a href="#">Unit 10, Lesson 6, pp. 334–334</a> <a href="#">Unit 11, Lesson 6, pp. 420–422</a> <a href="#">Unit 12, Lesson 6, pp. 514–516</a>  <i>Online Text Training</i> <a href="#">Unit 11, Column Matching, Analogies</a> <a href="#">Unit 12, Column Matching, Analogies</a>  <b>Level 2:</b> <i>Online Text Training</i> <a href="#">Unit 8, Column Matching, Analogies</a> <a href="#">Unit 10, Column Matching, Analogies</a> <a href="#">Unit 12, Column Matching, Analogies</a>
L.6.5c	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<b>Level 2:</b> <a href="#">Unit 7, Lesson 7, pp. 54–56</a>

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	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).	<p><b>Level 1:</b>  <a href="#">Unit 10, Lesson 6, pp. 333–334</a>  <a href="#">Writing Project: Argument, Lesson 1, pp. 4–8</a>  <a href="#">Writing Project: Argument, Lesson 8, pp. 31–32</a></p> <p><i>Online Text Training</i>  <a href="#">Unit 4, Column Matching, Identify Shades of Meaning</a>  <a href="#">Unit 4, Sentence Completion, Use Shades of Meaning</a></p>
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<p><a href="#">Program Guide, Vocabulary Word List, pp. 88–89</a></p> <p><b>Level 2:</b>  <a href="#">Unit 6, Lesson 1, pp. 457–460</a>  <a href="#">Unit 6, Lesson 2, pp. 466–467</a>  <a href="#">Unit 6, Lesson 4, pp. 482–483</a>  <a href="#">Unit 6, Lesson 5, pp. 490–491</a>  <a href="#">Unit 6, Lesson 6, pp. 498–501</a>  <a href="#">Unit 6, Lesson 7, pp. 512–513</a>  <a href="#">Unit 6, Lesson 9, pp. 528–530</a>  <a href="#">Unit 6, Lesson 10, pp. 542–543</a></p>
L.7.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.  Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech <b>or trace the etymology of words. CA</b>	<p><b>Level 1:</b>  <a href="#">Unit 11, Lesson 3, pp. 397–398</a>  <a href="#">Unit 11, Lesson 9, pp. 445–446</a>  <a href="#">Unit 12, Lesson 3, pp. 486–487</a>  <a href="#">Unit 12, Lesson 9, pp. 551–552</a></p> <p><i>Online Text Training</i>  An online dictionary is available in all online Text Training Practice activities. The icon is in the top right corner.</p>

Publisher: Voyager Sopris Learning, Inc.  
Program Title: *LANGUAGE! Live California*

**Program 4: CA CCSS for ELA**

Components: 1-Year License to Online Teacher Component, Data Management, and Reporting; Level 1 Print Teacher Guides for Units 1-6 and 7-12; Level 1 Student Books for Units 1-6 and 7-12; Level 2 Print Teacher Guides for Units 1-6 and 7-12; Level 2 Student Books for Units 1-6 and 7-12; and Classroom Posters.

California Department of Education  
Posted September 2014