Analysis of *California ELA* standards to *Common Core* standards-Kindergarten

Domain Reading	CA ELA standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
Concepts of print	1.1 Identify the front cover, back cover, title page of a book.	Reading: Information Text-Key Ideas and Details	5. Identify the front cover, back cover, and the title page of a book.	Yes	
	1.2 Follow words from left to right, from top to bottom on the printed page.	Reading: Foundational Skills	1. Demonstrate understanding of the organization and basic features of print. **a. Follow words from left to right, top to bottom, and page by page.** b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.	Yes	1a
	1.3 Understand that printed materials provide information.	Reading: Foundational Skills	1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. **b. Recognize that spoken words are represented in written language by specific sequences of letters.** c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.	Yes	1b
	1.4 Recognize that sentences in print are made up of separate words.	Reading: Foundational Skills	1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. **c. Understand that words are separated by spaces in print.**	Yes	1c

Domain Reading	CA ELA standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
			d. Recognize and name all upper- and lowercase letters of the alphabet.		

	1.5 Distinguish letters from words.	Reading: Foundational Skills	1. Demonstrate understanding of the organization and basic features of print.
			  a. Follow words from left to right, top to bottom, and page by page.
			  b. Recognize that spoken words are represented in written language by specific sequences of letters.
			  c. Understand that words are separated by spaces in print.
			  d. Recognize and name all upper- and lowercase letters of the alphabet.
				Partial	CCS does not specifically address skill of distinguishing letters from words

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

Phonemic Awareness	1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (/f,s,th/, /j,d,j/).	Reading: Foundational Skills	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
			  a. Recognize and produce rhyming words.
			  b. Count, pronounce, blend, and segment syllables in spoken words.
			  c. Blend and segment onsets and rimes of single-syllable spoken words.
			  d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.)
				Partial	2b and 2d
					
					CCS places emphasis on syllables in words and 2-3 phonemes.

Domain Reading	CA ELA standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
			e. **Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.**		
Phonemic Awareness	1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (vowel-consonant, consonant-vowel, or consonant-vowel-consonant).	Reading: Phonological awareness	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Yes	
	1.9 Blend vowel-consonant sounds orally to make words or syllables.	Reading: Foundational Skills	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. **Blend and segment onsets and rimes of single-syllable spoken words.** d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/). e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Partial	2c CCS focuses mainly on orally blending onsets and rimes.

Domain Reading	CA ELA standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
	1.10 Identify and produce rhyming words in response to an oral prompt.	Reading: Foundational Skills	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **a. Recognize and produce rhyming words.** b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Yes	2a
	1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.	Reading: Foundational Skills	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. **d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)** e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Yes	2d Extends to medial sounds.

Domain Reading	CA ELA standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS

	1.12 Track auditorily each word in a sentence and each syllable in a word.	Reading: Foundational Skills	1. Demonstrate understanding of the organization and basic features of print.
			  a. Follow words from left to right, top to bottom, and page by page.
			  b. Recognize that spoken words are represented in written language by specific sequences of letters.
			  c. Understand that words are separated by spaces in print.
			  d. Recognize and name all upper- and lowercase letters of the alphabet.
			
			2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
			  a. Recognize and produce rhyming words.
			  b. Count, pronounce, blend, and segment syllables in spoken words.
			  c. Blend and segment onsets and rimes of single-syllable spoken words.
			  d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.)
			  e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
				Yes	1c and 2b

	1.13 Count the number of sounds in syllables and syllables in words.	Reading: Foundational Skills	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
			  a. Recognize and produce rhyming words.
			  b. Count, pronounce, blend, and segment syllables in spoken words.
			  c. Blend and segment onsets and rimes of single-syllable spoken words.
			  d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or
				Partial	2b
					Does not address counting sounds/phonemes within syllable.

English Language Arts, Grade K

Domain Reading	CA ELA standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
			CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.		
Decoding	1.14 Match all consonants and short -vowels sounds to appropriate letters.	Reading: Foundational Skills	3. Know and apply grade-level phonics and word analysis skills in decoding words. **a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.** **b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.** c. Read common high-frequency words by sight (the,of,to,you, she, my,is,are, do,does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Yes	3a-emphasizes one to one correspondences by producing primary and most frequent sound for each consonant. 3b -Includes long vowels
	1.15 Read simple one-syllable and high frequency words (sight words).	Reading: Foundational Skills	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. **c. Read common high-frequency words by sight (the,of,to,you, she, my,is,are, do,does).** d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Partial	3c- Does not include decoding/blending simple one-syllable words.

English Language Arts, Grade K   6

Domain Reading	CA ELA standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
	1.16 Understand that as letters of words change, so do the sounds (alphabetic principle).	Reading: Foundational Skills	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (the,of,to,you, she, my,is,are, do,does). **d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.**	Yes	3d
Vocabulary	1.17 Identify and sort common words in basic categories (colors, shapes, foods)	Language	5. With guidance and support from adults, explore word relationships and nuances in word meanings. **a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.** b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	Yes	5a
	1.18 Describe common objects and events in both general and specific language.	Speaking and Listening	4. Describe familiar people, places, things, and events and, with prompting and support, provide additonal detail.	Yes	Not specific to building vocabulary.
Comprehension	2.1 Locate the title, table of contents, name of author and name of illustrator.	Reading: Literature and Infromational Text	6. Name the author and illustrator of a story and define the role of each in telling the story.	Partial	Includes defining the role of the author and illustrator and

Domain Reading	CA ELA standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
			6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.		text genre. Separates literature from expository text. Does not include locating the title, and table of contents.
	2.2 Use pictures and context to make predictions about story content.	Reading: Literature and Informational Text	7. With prompting and support, describe the relationship between illustrations and the story in which they appear (what moment in a story an illustration depicts. 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (what person, place, thing, or idea in the text an illustration depicts).	Yes	
	2.3 Connect to life experiences the information and events in texts.			No	
	2.4 Retell familiar stories.	Reading: Literature	2. With prompting and support, retell familiar stories, including key details.	Yes	
	2.5 Ask and answer questions about essential elements of a text.	Reading: Literature and Informational Text Reading: Literature	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answer. 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Yes	Extends to referencing the text for answers. Includes information presented orally or through media. Extends to comparing and contrasting adventures ad experiences of characters.

English Language Arts, Grade K

Domain Reading	CA ELA standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
Literary response	3.1 Distinguish fantasy from realistic text.			No	Does not focus on fantasy/realism
	3.2 Identify types of everyday print materials (storybooks, poems, newspapers, signs, labels).	Reading: Literature	5. Recognize common types of texts (storybooks, poems).	Yes	
	3.3 Identify characters, settings, and important events.	Reading: Literature	3. With prompting and support, identify characters, setting, and major events in a story.	Yes	

Domain Writing	CA ELA standard	Core Strand	Common Core standard (CCS)	Alignment?	Comments in reference to CCS
Strategies	1.1 Use letters and phonetically spell words to write about experiences, stories, people, objects, or events.	Language	1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	Yes	CCS explicitly states writing forms/genre.
	1.2 Write consonant-vowel-consonant words (demonstrate the alphabetic principle).	Language	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Yes	
	1.3 Write by moving left to right and from top to bottom.	Language	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	Implied	1a Does not focus on directionality of writing.

Domain Writing	CA ELA standard	Core Strand	Common Core standard (CCS)	Alignment?	Comments in reference to CCS
			d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities.		
Penmanship	1.4 Write uppercase and lowercase letters	Language	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **a. Print many upper- and lowercase letters.** b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities.	Yes	1a

English Language Arts, Grade K

Domain Conventions	CA ELA standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS

Sentence structure	1.1 Recognize and use complete, coherent sentences when speaking.	Language	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
			  a. Print many upper- and lowercase letters.
			  b. Use frequently occurring nouns and verbs.
			  c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
			  d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
			  e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
			  f. Produce and expand complete sentences in shared language activities.
			
			6. Speak audibly and express thoughts, feelings, and ideas clearly.
				Yes	1f
					
					Conventions strand stresses grammar and usage.

Spelling	1.2 Spell independently by using pre-phonetic knowledge, sound of the alphabet, and knowledge of letter names.	Language	2-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
			  a- Capitalize the first word in a sentence and the pronoun I.
			  b- Recognize and name end punctuation.
			  c- Write a letter or letters for most consonant and short-vowel sounds (phonemes).
			  d-Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
				Yes	2d

Domain Listening Speaking	CA ELA standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
Comprehension	1.1 Understand and follow one- and two-step oral directions.			No	Does not address following directions.
	1.2 Share information and ideas, speaking audibly in complete, coherent sentences.	Speaking and Listening	1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. 6. Speak audibly and express thoughts, feelings, and ideas clearly.	Yes	
Speaking	2.1 Describe people,places, things (size, color, shape), locations, and actions.	Speaking and Listening	4. Describe familiar people, places, things, and events and, with prompting and support, provide additonal detail.	Yes	
		Writing	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Partial	CCS 8 addresses writing.
	2.2 Recite short poems, rhymes, and songs.	Speaking and Listening	6. Speak audibly and express thoughts, feelings, and ideas clearly.	Implied	Does not explicitly emphasize poems, rhymes, and songs.
	2.3 Relate an experience or creative story in a logical sequence.	Speaking and Listening	4. Describe familiar people, places, things, and events and, with prompting and support, provide additonal detail.	Implied	Does not emphasize logical sequence.

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Analysis by Sacramento County Office of Education (format adapted from Monterey COE), June 2010

Common Core Standards not found in Kindergarten CA ELA Standards

Core Strand	Common Core standard	Comments in reference to CA ELA Standards
Reading: Literature	4. Ask and answer questions about unknown words in text.	
Reading: Literature Reading: Informational Text	10. Actively engage in group reading activities with purpose and understanding .	Not explicitly stated in CA Reading standards.
Reading: Informational Text	3. With prompting and support, describe the connection between two individual events, ideas, or pieces of information in a text.	
Reading: Informational Text	4. With prompting and support, ask and answer questions about unknown words.	
Reading: Informational Text	8. With prompting and support, identify the reasons an author gives to support points in a text.	
Reading: Informational Text	9. With prompting and support, identify similarities in and differences between two texts on the same topic (illustrations, descriptions, or procedures).	2nd grade
Reading: Foundational Skills	4. Read emergent-reader texts with purpose and understanding.	
Writing	5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strenghthen writing as needed.	Begins in 2nd grade and continues in the next grade levels
Writing	6. With guidance and support from adults , explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	
Writing	7. Participate in shared research and writing projects (explore a number of books by a favorite author and express opinions about them).	
Speaking	3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	1st grade/2nd grade
Speaking	5. Add drawings or other visual displays to descriptions as desired to provide additional details.	
Language	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use frequently occurring nouns and verbs.	1st/2nd grade
Language	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Form regular plural nouns orally by adding /s/ or /es/ (dog, dogs, wish, wishes).	1st grade
Language	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Understand and use question words (interrogatives) (who, what, where, when, why, how)	1st grade

English Language Arts, Grade K   14

Core Strand	Common Core standard	Comments in reference to CA ELA Standards
Language	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Use the most frequently occuring prepositions (to, from, in, out, on, off, for, of, by)	
Language	2. Demonstrate command of the conventions of standard English capitalization, puntucation, and spelling when writing. a-Capitalize the first word in a sentence and the pronoun *I*.	1st grade
Language	2. Demonstrate command of the conventions of standard English capitalization, puntucation, and spelling when writing. b. Recognize and name end punctuation.	1st grade

Language	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.
	   a. Identify new meaning for familiar words and apply them accurately (knowing *duck* is a bird and learning the verb *duck*).
	   b. Use the most frequently occurring inflections and affixes (-ed,-s, re-,un-, pre-,-ful,-less) as a clue to the meaning of an unknown word.
		1st grade

Language-	5. With guidance and support from adults, explore word relationships and nuances in word meanings.
	   b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
	   c. Identify real-life connections between words and their use (note places at school that are *colorful*).
	   d. Distinguish shades of meaning among verbs describing same general action (walk,march, strut, prance) by acting out the meanings.
		2nd grade-antonyms

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

CA Standards not found in Kindergarten Common Core Standards

Domain	CA Standards	Comments in reference to CCS
Reading	2.3 Connect to life experiences the information and events in texts.	
Literary Response	3.1 Distinguish fantasy from realistic text.	
Listening and Speaking	1.1 Understand and follow one- and two-step oral directions.	

English Language Arts, Grade K 16

Analysis of *California ELA* standards to *Common Core* standards-1st grade

Domain Reading	1.8 CA ELA standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS

Concept About Print	1.1 Match oral words to printed words	Reading: Foundational Skills	**Kinder: 1a,1b**
			1. Demonstrate understanding of the organization and basic features of print.
			   a. Follow words from left to right, top to bottom, and page by page.
			   b. Recognize that spoken words are represented in written language by specific sequences of letters.
			   c. Understand that words are separated by spaces in print.
			   d. Recognize and name all upper- and lowercase letters of the alphabet.
				Yes	CCS Kinder: 1a,1b

	1.2 Identify the title and author of a reading selection	Reading: Literature	**Kinder:** 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Yes	*Define role* of author and illustrator

	1.3 Identify letters, words, and sentences	Reading: Foundational Skills	**Kinder: 1b,1c**
			1. Demonstrate understanding of the organization and basic features of print.
			   a. Follow words from left to right, top to bottom, and page by page.
			   b. Recognize that spoken words are represented in written language by specific sequences of letters.
			   c. Understand that words are separated by spaces in print.
			   d. Recognize and name all upper- and lowercase letters of the alphabet.
			
			Grade 1: 1a
			1. Demonstrate understanding of the organization and basic features of print.
				Yes	CCS Kinder: 1b, 1c; letters & words Grade 1: 1a; sentences

English Language Arts, Grade 1

Domain Reading	1.8 CA ELA standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
			a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).		

Phonemic Awareness
 	
Phonemic Awareness
	1.4 Distinguish initial, medial, and final sounds in single syllable words	Reading: Foundational Skills	**Kinder: 2d**
			2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
			  a. Recognize and produce rhyming words.
			  b. Count, pronounce, blend, and segment syllables in spoken words.
			  c. Blend and segment onsets and rimes of single-syllable spoken words.
			  d. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
			  e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
			
			Grade 1: 2c
			2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
			  a. Distinguish long from short vowel sounds in spoken single-syllable words.
			  b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
			  c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
			  d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
				Yes	CCS
					Kinder: 2d
					Grade 1: 2c

English Language Arts, Grade 1

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Analysis by Sacramento County Office of Education (format adapted from Monterey COE), June 2010

Domain Reading	1.8 CA ELA standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS

	1.5 Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite).	Reading: Foundational Skills	**Grade 1: 2a**
			2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
			   a. **Distinguish long from short vowel sounds in spoken single-syllable words.**
			   b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
			   c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
			   d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
				Yes	CCS Grade 1: 2a

	1.6 Create and state a series of rhyming words, including consonant blends.	Reading: Foundational Skills	**Kinder: 2a**
			2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
			   a. **Recognize and produce rhyming words.**
			   b. Count, pronounce, blend, and segment syllables in spoken words.
			   c. Blend and segment onsets and rimes of single-syllable spoken words.
			   d. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
			   e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
				Partial	CCS not specific in 2a about including consonant blends

	1.7 Add, delete, or change target sounds to change words (e.g., change *cow* to *how*; *pan* to *an*).	Reading: Foundational Skills	**Kinder: 2e**
			2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
			   a. Recognize and produce rhyming words.
			   b. Count, pronounce, blend, and segment syllables in spoken words.
				Yes	CCS Kinder: 2e

English Language Arts, Grade 1

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Domain Reading	1.8 CA ELA standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
			c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) **e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.**		
Phonemic Awareness	1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/=cat; /f/l/a/t/=flat).	Reading: Foundational Skills	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. **b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.** c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Yes	Not specific about number of phonemes but include consonant blends which implies four phonemes (ccvc or cvcc) **Grade 1: 2b**
	1.9 Segment single-syllable words into their components (e.g., cat =/c/a/t/; splat = /s/p/l/a/t/; rich = /r/i/ch/).	Reading: Foundational Skills	**Kinder: 2d (Isolate)** 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. **d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).**	Yes	CCS Kinder: 2d Grade 1: 2c, 2d

Domain Reading	1.8 CA ELA standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS

			Grade 1: 2c, 2d
			2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
			  a. Distinguish long from short vowel sounds in spoken single-syllable words.
			  b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
			  c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
			  d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).		

Decoding	1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short- vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.	Reading: Foundational Skills	**Kinder: 3a, 3b**
			3. Know and apply grade-level phonics and word analysis skills in decoding words.
			  a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
			  b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
			  c. Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*).
			  d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
			
			Grade 1: 3a, 3b, 3c
			3. Know and apply grade-level phonics and word analysis skills in decoding words.
			  a. Know the spelling-sound correspondences for common consonant digraphs.
				Yes	CCS
					Kinder: 3a, 3b
					Grade 1: 3a, 3b, 3c

English Language Arts, Grade 1

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Domain Reading	1.8 CA ELA standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
			b. Decode regularly spelled one-syllable words. **c. Know final -e and common vowel team conventions for representing long vowel sounds.** d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.		

	1.11 Read common, irregular sight words (e.g., the, have, said, come, give, of).	Reading: Foundational Skills	**Grade 1: 3g**
			3. Know and apply grade-level phonics and word analysis skills in decoding words.
			   a. Know the spelling-sound correspondences for common consonant digraphs.
			   b. Decode regularly spelled one-syllable words.
			   c. Know final -e and common vowel team conventions for representing long vowel sounds.
			   d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
			   e. Decode two-syllable words following basic patterns by breaking the words into syllables.
			   f. Read words with inflectional endings.
			   g. Recognize and read grade-appropriate irregularly spelled words.
				Yes	CCS Grade 1: 3g

Domain Reading	CA ELA standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS

	1.12 Use knowledge of vowel digraphs and r-controlled letter-sound association to read words.	Reading: Foundational Skills	**Grade 1: 3c**
			3. Know and apply grade-level phonics and word analysis skills in decoding words.
			  a. Know the spelling-sound correspondences for common consonant digraphs.
			  b. Decode regularly spelled one-syllable words.
			  c. Know final -e and common vowel team conventions for representing long vowel sounds.
			  d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
			  e. Decode two-syllable words following basic patterns by breaking the words into syllables.
			  f. Read words with inflectional endings.
			  g. Recognize and read grade-appropriate irregularly spelled words.
			
			Grade 2: 3b
			3. Know and apply grade-level phonics and word analysis skills in decoding words.
			  a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
			  b. Know spelling-sound correspondences for additional common vowel teams.
			  c. Decode regularly spelled two-syllable words with long vowels.
			  d. Decode words with common prefixes and suffixes.
				Partial	CCS
					Grade 1: 3c
					-e and common long vowel team conventions, does not address r controlled letter-sound association
					
					Grade 2: 3b
					Additional common vowel teams (r-controlled is a common vowel team spelling)

Domain Reading	CA ELA standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
			e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.		

Decoding	1.13 Read compound words and contractions.	Language	**Grade 2: Lang. 4d**
			4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.
			  a. Use sentence-level context as a clue to the meaning of a word or phrase.
			  b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).
			  c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional)*.
			  d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
			  e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
				Partial	CCS
					Grade 2: 4d
					
					Not specifically address contractions.

	1.14 Read inflectional forms (e.g., *-s, -ed, -ing*) and root words (e.g., *look, looked, looking*).	Reading: Foundational Skills	**Grade 1: 3f** 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs.	Yes	CCS Grade 1: 3f Also found in Grade 1, Language 4c

Domain Reading	CA ELA standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
			b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. **f. Read words with inflectional endings.** g. Recognize and read grade-appropriate irregularly spelled words.		
Decoding	1.15 Read common word families (e.g., *-ite, -ate*).	Reading: Foundational Skills	**Grade 1: 3b** 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. **b. Decode regularly spelled one-syllable words.** c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings.	Yes	CCS Grade 1: 3b

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Domain Reading	CA ELA standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
			g. Recognize and read grade-appropriate irregularly spelled words.		
	1.16 Read aloud with fluency in a manner that sounds like natural speech.	Reading: Foundational Skills	**Grade 1: 4** 4. Read with sufficient accuracy and fluency to support comprehension. 　a. Read on-level text with purpose and understanding. 　b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 　c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Yes	Adds *purpose and understanding* and includes *rate, expression* and *self-correction* Fluency is also addressed in CCS Standard 10 of Reading: Literature and Reading: Informational Text
Vocabulary	1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, food, toys).	Language	**Grade 1: 5a, 5b** 5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. 　**a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.** 　**b. 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).** 　c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). 　d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.	Yes	Adds purpose – *to gain a sense of the concept*

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Domain Reading	CA ELA standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
Comprehension	2.1 Identify text that uses sequence or other logical order	Reading: Informational Text	**Grade 1: 9** 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). **Grade 3: 8** 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	No	Identifies basic similarities and differences between two texts -Use of text features -Retell key details Grade 3: Sequence specifically mentioned
	2.2 Respond to *who*, *what*, *when*, *where*, and *how* questions.	Reading: Literature Reading: Informational Text	**Grade 1: 1** 1. Ask and answer questions about key details in a text.	Yes	CCS Grade 1: 1
	2.3 Follow one-step written directions	Reading: Informational Text		No	CCS do not address following directions

	2.4 Use context to resolve ambiguities about word and sentence meanings.	Reading: Informational Text
		
		Language
			Grade 1: Info. 4
			4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
			
			Lang:Vocab 4a
			4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
			  a. Use sentence-level context as a clue to the meaning of a word or phrase.
			  b. Use frequently occurring affixes as a clue to the meaning of a word.
			  c. Identify frequently occurring root words (e.g., *look*) and their
				Yes	CCS
					Grade 1: Reading Informational Text 4 and Language 4a

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Domain Reading	CA ELA standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
			inflectional forms (e.g., *looks*, *looked*, *looking*).		
Comprehension	2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).			No	CCS do not highlight the use of strategies (e.g., prediction)
	2.6 Relate prior knowledge to textual information			No	California ELA Standards highlight strategy use, i.e., predict, confirm, visualize, summarize….
	2.7 Retell the central ideas of simple expository and narrative passges	Reading: Literature	**Grade 1: Lit. 2** 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Yes	CCS Grade 1 Reading: Literature and Informational Text 2
		Reading: Informational Text	**Info. 2** 2. Identify the main topic and retell key details of a text.		
Literacy Response and Analysis	3.1 Identify and describe the elements of plot, setting, character(s) in a story, as well as the stories beginning, middle, and ending.	Reading: Literature	**Grade 1: 3** 3. Describe characters, settings, and major events in a story, using key details.	Yes	CCS Grade 1 Reading: Literature 3
	3.2 Describe the roles of authors and illustrators and their contribution to print materials	Reading: Literature	**Kinder: Lit. 6** 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Yes	CCS Kinder: Reading Literature and Information 6
		Reading: Informational Text	**Info. 6** 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.		
	3.3 Recollect, talk, and write about books read during the school year.	Reading: Literature	**Grade 1: Lit 5** 5. Explain major differences between books that tell stories and books that	Yes	Woven throughout CCS. Literature and Information standards are

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Domain Reading	CA ELA standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
			give information, drawing on a wide reading of a range of text types. **Lit 9** 9. Compare and contrast the adventures and experiences of characters in stories.		more specific to comparing two different texts. *Listening and Speaking* is specific to a single text. CCS includes rules of discussion.
		Reading: Informational Text	**Info. 9** 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		
		Writing	**Writing 7** 7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).		
		Speaking and Listening	**Speaking and Listening 2** 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.		

Domain Writing	CA ELA standard	Core Strand	Common Core standard	Alignment?	Comments
Organization and Focus	1.1 Select a focus when writing.	Writing	**Grade 1: 1, 2** 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. 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Yes	CCS include specificity

	1.2 Use descriptive words when writing.	Language	**Grade 1: 1f**
			1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
			  a. Print all upper- and lowercase letters.
			  b. Use common, proper, and possessive nouns.
			  c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*).
			  d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).
			  e. 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*).
			  f. Use frequently occurring adjectives.
			  g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
			  h. Use determiners (e.g., articles, demonstratives).
				Yes	CCS
					Grade 1: 1f
					
					Grade 2: includes *adjectives* and *adverbs*

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Domain Writing	CA ELA standard	Core Strand	Common Core standard	Alignment?	Comments
			i. Use frequently occurring prepositions (e.g., *during, beyond, toward*). **Grade 2: 1e (use adjectives, adverbs, expand)**		

Penmanship	1.3 Print legibly and space letters, words, and sentences appropriately	Language	**Grade 1:1a**
			1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
			  a. Print all upper- and lowercase letters.
			  c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*).
			  d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).
			  e. Use verbs to convey a sense of past, present, and future (e.g., Y*esterday I walked home; Today I walk home; Tomorrow I will walk home*).
			  f. Use frequently occurring adjectives.
			  g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
			  h. Use determiners (e.g., articles, demonstratives).
			  i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
			  j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
				Partial	CCS do not address spacing

Domain Writing	CA ELA standard	Core Strand	Common Core standard	Alignment?	Comments
Application	2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience.	Writing	**Grade 1: 3** 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	Yes	CCS include specificity about sequence, details, use of temporal words, and closure
	2.2 Write expository descriptions of a real object, person, place, or event, using sensory details.	Writing	**Grade 1: 2** 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Partial	CCS include - *Write informative/explanatory* with *facts* and *closure*. Does not address sensory detail

Domain Conventions	CA ELA standard	Core Strand	Common Core standard	Alignment?	Comments

Sentences	1.1 Write and speak in complete, coherent sentences.	Language	**Grade 1: Lang. 1j**
			1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
			  a. Print all upper- and lowercase letters.
			  b. Use common, proper, and possessive nouns.
			  c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*).
			  d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).
			  e. Use verbs to convey a sense of past, present, and future (e.g., Y*esterday I walked home; Today I walk home; Tomorrow I will walk home*).
			  f. Use frequently occurring adjectives.
			  g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
			  h. Use determiners (e.g., articles, demonstratives).
			  i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
			  j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
				Yes	CCS
					Grade 1: Language 1j; Speaking and Listening 6

Domain Conventions	CA ELA standard	Core Strand	Common Core standard	Alignment?	Comments
		Speaking and Listening	**Speaking & Listening 6** 6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)		

Grammar	1.2 Identify and correctly use single and plural nouns.	Language	**Grade 1: 1c**
			1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
			  a. Print all upper- and lowercase letters.
			  b. Use common, proper, and possessive nouns.
			  c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*).
			  d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).
			  e. Use verbs to convey a sense of past, present, and future (e.g., Y*esterday I walked home; Today I walk home; Tomorrow I will walk home*).
			  f. Use frequently occurring adjectives.
			  g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
			  h. Use determiners (e.g., articles, demonstratives).
			  i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
			  j. Produce and expand complete simple and compound declarative, interrogative, imperative, and
				Yes	CCS
					Grade 1: 1c adds
					matching verbs

Domain Conventions	CA ELA standard	Core Strand	Common Core standard	Alignment?	Comments
			exclamatory sentences in response to prompts.		

	1.3 Identify and correctly use contractions and single possessive pronouns (e.g., *my/mine, his/her, hers, your/s*). in writing and speaking	Language	**Grade 1: 1d**
			1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
			  a. Print all upper- and lowercase letters.
			  b. Use common, proper, and possessive nouns.
			  c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*).
			  d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).
			  e. Use verbs to convey a sense of past, present, and future (e.g., Y*esterday I walked home; Today I walk home; Tomorrow I will walk home*).
			  f. Use frequently occurring adjectives.
			  g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
			  h. Use determiners (e.g., articles, demonstratives).
			  i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
			  j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
				Partial	CCS do not include contractions

Domain Conventions	CA ELA standard	Core Strand	Common Core standard	Alignment?	Comments

Punctuation	1.4 Distinguish between declarative, exclamatory, and interrogative sentences.	Language	**Grade 1: 1j**
			1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
			  a. Print all upper- and lowercase letters.
			  b. Use common, proper, and possessive nouns.
			  c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*).
			  d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).
			  e. 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*).
			  f. Use frequently occurring adjectives.
			  g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
			  h. Use determiners (e.g., articles, demonstratives).
			  i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
			  j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
				Yes	CCS also include *imperative*

Domain Conventions	CA ELA standard	Core Strand	Common Core standard	Alignment?	Comments

	1.5 Use a period, exclamation point, or question mark at the end of sentences.	Language	**Grade 1: 2b**
			2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
			   a. Capitalize dates and names of people.
			   b. Use end punctuation for sentences.
			   c. Use commas in dates and to separate single words in a series.
			   d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
			   e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
				Yes	CCS is not as specific: says *use end punctuation*

	1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.	Language	**Grade 1: 2a-e**
			2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
			   a. Capitalize dates and names of people.
			   b. Use end punctuation for sentences.
			   c. Use commas in dates and to separate single words in a series.
			   d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
			   e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
				Yes	CCS: 2a-e - *Demonstrate command of conventions*

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Domain Conventions	CA ELA standard	Core Strand	Common Core standard	Alignment?	Comments

Capitalization	1.7 Capitalize the first word of a sentence, names of people, and the common pronoun *I*.	Language	**Kinder: 2a (capitalize first word in sentence and *I*)**
			2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
			  a. Capitalize the first word in a sentence and the pronoun *I*.
			  b. Recognize and name end punctuation.
			  c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
			  d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
			
			Grade 1: 2a (dates, names)
			2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
			  a. Capitalize dates and names of people.
			  b. Use end punctuation for sentences.
			  c. Use commas in dates and to separate single words in a series.
			  d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
			  e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
				Yes	CCS
					Kinder: 2a
					Grade 1: 2a

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Domain Conventions	CA ELA standard	Core Strand	Common Core standard	Alignment?	Comments

Spelling	1.8 Spell three- and four- letter short-vowel words and grade-level-appropriate sight words correctly.	Language	**Grade 1: 2d**
			2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
			  a. Capitalize dates and names of people.
			  b. Use end punctuation for sentences.
			  c. Use commas in dates and to separate single words in a series.
			  d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
			  e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
				Yes	**CCS**
					Grade 1: 2d

Domain Listening Speaking	CA ELA standard	Core Strand	Common Core standard	Alignment?	Comments

Listening	1.1 Listen attentively	Speaking and Listening	**Grade 1: 1a**
			1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
			   a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
			   b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
			   c. Ask questions to clear up any confusion about the topics and texts under discussion.
				Yes	

	1.2 Ask questions for clarification and understanding	Speaking and Listening	**Grade 1: 1c, 3**
			1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
			   a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
			   b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
			   c. Ask questions to clear up any confusion about the topics and texts under discussion.
				Yes	

English Language Arts, Grade 1

Domain Listening Speaking	CA ELA standard	Core Strand	Common Core standard	Alignment?	Comments
			3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.		
	1.3 Give, restate, and follow simple two-step directions.			No	CCS does not address following directions (receptive language). CCS references rules for discussion.
Oral Communication	1.4 Stay on the topic when speaking.	Speaking and Listening	**Grade 1: 1a (about the topic)** 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Yes	
	1.5 Use descriptive words when speaking about people, places, things, and events	Speaking and Listening	**Grade 1: 4** 4. Describe people, places, things, and events with relevant	Yes	
Speaking	2.1 Recite poems, rhymes, songs, and stories			No	
	2.2 Retell stories using basic story grammar and relating the sequence of events by answering *who*, *what*, *when*, *where*, *why* and *how* questions.	Reading: Literature	**Grade 1: 2, 3** 1. Ask and answer questions about key details in a text. 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Yes	CCS not specific to question words – uses *key details, characters, setting, major events*
	2.3 Relate an important life event or personal experience in a simple sequence.	Speaking and Listening	**Grade 1: 4** 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Implied	CCS not specific about personal experience in a simple sequence. CCS says *describe people, places, things, events... clearly*
	2.4 Provide descriptions with careful attention to sensory details.			No	CCS do not specifically address sensory details. See Language 1j (produce and expand sentences)

English Language Arts, Grade 1

Common Core Standards not found in 1st Grade CA ELA standards

Strand	Common Core standard	Comments in reference to CA ELA standards
Literature	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	
	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.	
	6. Identify who is telling the story at various points in a text.	Point of view in later grades per CA standards
	9. Compare and contrast the adventures and experiences of characters in stories.	CA Grade 2: Literary Response 3.1
Informational Text	3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	CA Grade 4: 2.5 Comprehension
	5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	CA Grade 5: 2.1 Comprehension
	7. Use the illustrations and details in a text to describe its key ideas.	CA Grade 4: 2.3 Comprehension
	8. Identify the reasons an author gives to support points in a text.	
	9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	CA Grade 4: 2.1 Comprehension Grade 8: 2.3 Comprehension
Foundational Skills	3. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables.	CA standards do not address syllable understanding in Grade 1 per CCS 3d, 3e.
	4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	CA standards address fluency with less specificity
Writing	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.	

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Strand	Common Core standard	Comments in reference to CA ELA standards
	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.	CA includes revision in Grade 2.
	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	CA standards do not mention digital tools
	7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	CA: Narrative description under Writing Applications 2.0 refers to research.
	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Gathering information from sources not part of CA Grade 1

Speaking and Listening	1.
	    b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
	    c. Ask questions to clear up any confusion about the topics and texts under discussion.
		CCS 1b, 1c: build on others conversation and ask questions not in CA standards Grade 1

	3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	

Language	1.
	    c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*).
	    e. 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*).
	    f. Use frequently occurring adjectives.
	    g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
	    h. Use determiners (e.g., articles, demonstratives).
	    i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
	    j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
		CCS: 1c,1e, 1f, 1g, 1h, 1i, 1j include grammar structures not referenced in CA Grade 1

	2. c. Use commas in dates and to separate single words in a series.	CCS 2c: Commas in series in CA Grade 3.

	5.
	    b. 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).
	    c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
		CCS 5b, 5c, 5d: not in CA Gr. 1

Strand	Common Core standard	Comments in reference to CA ELA standards
	d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.	
	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).	

California Standards not included in the Common Core Standards

California ELA Standards Domain Strand Standard	Comments related to the Common Core Standards
Reading 2.0 Reading Comprehension 2.1 Identify text that uses sequence or other logical order	CCS not specific to teaching text structure. Includes - *Basic similarities and differences between two texts* -Use of text features -Retell key details Grade 3: *Sequence* specifically mentioned
Reading 2.0 Reading Comprehension 2.3 Follow one-step written directions	CCS do not address following directions
Reading 2.0 Reading Comprehension 2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).	CCS do not highlight the use of strategies (e.g., prediction)
Reading 2.0 Reading Comprehension 2.6 Relate prior knowledge to textual information	CCS do not highlight the use of strategies (e.g., prior knowledge)
Listening and Speaking 1.0 Listening and Speaking Strategies 1.3 Give, restate, and follow simle two-step directions.	CCS do not address following directions
Listening and Speaking 2.0 Speaking Applications 2.1 Recite poems, rhymes, songs, and stories	CCS do not address reciting
Listening and Speaking 2.0 Speaking Applications 2.4 Provide descriptions with careful attention to sensory details.	CCS do not specifically address sensory details. See Language 1j (produce and expand sentences)

Analysis of *California ELA* standards to *Common Core* standards-2nd grade

Domain Reading	CA ELA Standard	Core Strand	Common Core Standard	Alignment?	Comments in reference to CCS

Decoding	1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.	Reading: Foundational Skills	Grade 2: 3a, 3b, 3c, 3e
			3. Know and apply grade-level phonics and word analysis skills in decoding words.
			    a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
			    b. Know spelling-sound correspondences for additional common vowel teams.
			    c. Decode regularly spelled two-syllable words with long vowels.
			    d. Decode words with common prefixes and suffixes.
			    e. Identify words with inconsistent but common spelling-sound correspondences.
			    f. Recognize and read grade-appropriate irregularly spelled words.
				Yes	CCS
					Grade 2: 3a, 3b, 3c, 3e

	1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/per; vowel-consonant/consonant-vowel = sup/per).	Reading: Foundational Skills	Grade 1: 3d, 3e
			3. Know and apply grade-level phonics and word analysis skills in decoding words.
			    a. Know the spelling-sound correspondences for common consonant digraphs.
			    b. Decode regularly spelled one-syllable words.
			    c. Know final -e and common vowel team conventions for representing long vowel sounds.
			    d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
			    e. Decode two-syllable words following basic patterns by breaking the words into syllables.
			    f. Read words with inflectional endings.
			    g. Recognize and read grade-appropriate irregularly spelled words.
				Yes	CCS
					Grade 1: 3d, 3e
					Grade 2: 3c

English Language Arts, Grade 2

Domain Reading	CA ELA Standard	Core Strand	Common Core Standard	Alignment?	Comments in reference to CCS

			Grade 2: 3c
			3. Know and apply grade-level phonics and word analysis skills in decoding words.
			   a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
			   b. Know spelling-sound correspondences for additional common vowel teams.
			   c. Decode regularly spelled two-syllable words with long vowels.
			   d. Decode words with common prefixes and suffixes.
			   e. Identify words with inconsistent but common spelling-sound correspondences.
			   f. Recognize and read grade-appropriate irregularly spelled words.		

	1.3 Decode two-syllable nonsense words and regular multi-syllabic words.	Reading: Foundational Skills	Grade 1: 3d, 3e
			3. Know and apply grade-level phonics and word analysis skills in decoding words.
			   a. Know the spelling-sound correspondences for common consonant digraphs.
			   b. Decode regularly spelled one-syllable words.
			   c. Know final -e and common vowel team conventions for representing long vowel sounds.
			   d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
			   e. Decode two-syllable words following basic patterns by breaking the words into syllables.
			   f. Read words with inflectional endings.
			   g. Recognize and read grade-appropriate irregularly spelled words.
				Partial	CCS do not mention *nonsense words*

English Language Arts, Grade 2

2

Domain Reading	CA ELA Standard	Core Strand	Common Core Standard	Alignment?	Comments in reference to CCS

			Grade 2: 3c
			3. Know and apply grade-level phonics and word analysis skills in decoding words.
			   a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
			   b. Know spelling-sound correspondences for additional common vowel teams.
			   c. Decode regularly spelled two-syllable words with long vowels.
			   d. Decode words with common prefixes and suffixes.
			   e. Identify words with inconsistent but common spelling-sound correspondences.
			   f. Recognize and read grade-appropriate irregularly spelled words.		

	1.4 Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).			No	CCS do not include abbreviations.

	1.5 Identify and correctly use regular plurals and irregular plurals (e.g., fly/fies, wife/wives).	Language	Grade 1: Lang. 1c
			1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
			   a. Print all upper- and lowercase letters.
			   b. Use common, proper, and possessive nouns.
			   c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*).
			   d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).
			   e. Use verbs to convey a sense of past, present, and future (e.g., Y*esterday I walked home; Today I walk home; Tomorrow I will walk home*).
			   f. Use frequently occurring adjectives.
			   g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
			   h. Use determiners (e.g., articles, demonstratives).
				Yes	CCS says *demonstrate command when writing or speaking*
					
					Grade 1: 1c
					Grade 2: 1b

Domain Reading	CA ELA Standard	Core Strand	Common Core Standard	Alignment?	Comments in reference to CCS
			i. Use frequently occurring prepositions (e.g., *during, beyond, toward*). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. Grade 2: Lang. 1b 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., *group*). **b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).** c. Use reflexive pronouns (e.g., *myself, ourselves*). d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).		
	1.6 Read aloud fluently and accurately and with appropriate intonation and expression.	Reading: Foundational Skills	4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. **b. Read grade-level text orally with accuracy, appropriate rate, and expression.** c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Yes	CCS includes reading in the Grades 2-3 text complexity band by end of grade level; includes history/social studies, science, and technical texts. CCS adds *purpose and understanding* and includes *rate, expression* and *self-correction*.

Domain Reading	CA ELA Standard	Core Strand	Common Core Standard	Alignment?	Comments in reference to CCS

Vocabulary	1.7 Understand and explain common antonyms and synonyms.	Language	Grade 2: 5b
			5. Demonstrate understanding of word relationships and nuances in word meanings.
			   a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).
			   b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).
			
			Grade 4: 5c
			5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
			   a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
			   b. Recognize and explain the meaning of common idioms, adages, and proverbs.
			   c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
				Yes	CCS Language 5b:
					Grade 2: 5bShades of meaning
					Grade 4: 5c; specific use of the terms antonym and synonym

	1.8 Use knowledge of individual words in unknown compound words to predict their meanning.	Language	Grade 2: 4d
			4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.
			   a. Use sentence-level context as a clue to the meaning of a word or phrase.
			   b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).
			   c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
			   d. Use knowledge of the meaning of individual words to predict the meaning
				Yes	CCS
					Grade 2: 4d

Analysis by Sacramento County Office of Education (format adapted from Monterey COE), June 2010

Domain Reading	CA ELA Standard	Core Strand	Common Core Standard	Alignment?	Comments in reference to CCS
			of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.		

	1.9 Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).	Language	Grade 1: 4b
			 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
			   a. Use sentence-level context as a clue to the meaning of a word or phrase.
			   b. Use frequently occurring affixes as a clue to the meaning of a word.
			   c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*).
			
			 Grade 2: 4b, 4c
			 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.
			   a. Use sentence-level context as a clue to the meaning of a word or phrase.
			   b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).
			   c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).
			   d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
			   e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
				Yes	CCS
					 Grade 1: 4b; *affixes*
					 Grade 2: 4d; *prefixes, root words*

Domain Reading	CA ELA Standard	Core Strand	Common Core Standard	Alignment?	Comments in reference to CCS

	1.10 Identify simple multiple-meaning words.	Language	Grade 2: 4
			4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.
			   a. Use sentence-level context as a clue to the meaning of a word or phrase.
			   b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).
			   c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).
			   d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
			   e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
				Yes	CCS
					Grade 2: 4; includes choosing flexibly from an array of strategies

Comprehension	2.1 Use titles, table of contents, and chapter headings to locate information in expository text.	Reading: Informational Text	Kinder: 5 5. Identify the front cover, back cover, and title page of a book. Grade 1: 5 5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. Grade 2: 5 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.	Yes	CCS Grades K, 1, 2: Includes glossaries, indexes, electronic menus, icons
	2.2 State purpose in reading (i.e., tell what information is sought).	Reading: Informational Text	Grade 2: 6 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Yes	CCS Grade 2: 6

Analysis by Sacramento County Office of Education (format adapted from Monterey COE), June 2010

Domain Reading	CA ELA Standard	Core Strand	Common Core Standard	Alignment?	Comments in reference to CCS
	2.3 Use knowledge of the author's purpose(s) to comprehend informational text.	Reading: Informational Text	Grade 2: 6 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Yes	CCS Grade 2: 6
	2.4 Ask clarifying questions about essential textual elements of exposition (e.g., *why, what if, how*).	Reading: Informational Text	Grade 2: 1 1. Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.	Yes	CCS Grade 2: 1
	2.5 Restate facts and details in the text to clarify and organize ideas.	Reading: Informational Text Speaking & Listening	Grade 2: Info. 6, Speaking & Listening 2 Info. 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. Speaking and Listening 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Yes	CCS Grade 2: Reading Informational Text 6; Listening and Speaking 2
	2.6 Recognize cause-and-effect relationships in a text.	Reading: Literature Reading: Informational Text	Grade 2: Lit 3, 5; Info. 3 Lit. 3. Describe how characters in a story respond to major events and challenges. Lit. 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. Info. 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Grade 4: Info. 5 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.	Yes	CCS Grade 4: Reading Informational Text; Cause/effect is specifically referenced
	2.7 Interpret information from diagrams, charts, and graphs.	Reading: Informational Text	Grade 2: 7 (diagram) 7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Yes	CCS Informational Text standard 7 builds on developing this across grades, beginning with illustrations in kinder.

English Language Arts, Grade 2

Domain Reading	CA ELA Standard	Core Strand	Common Core Standard	Alignment?	Comments in reference to CCS
			Grade 4: 7 (charts, graphs) 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.		
	2.8 Follow two-step written instructions.	Reading: Informational Text		No	CCS not specific to following directions
Literary Response	3.1 Compare and contrast plots, settings, and characters presented by different authors.	Reading: Literature	Grade 2: 6, 9 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	Yes	CCS Grade 2: Reading Literature 6, 9
	3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.			No	CCS does not include specifics about altenative endings
	3.3 Compare and contrast different versions of same stories that reflect different cultures.	Reading: Literature	Grade 2: 9 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	Yes	CCS Grade 2: 9
	3.4 Use rhythm, rhyme, and alliteration in poetry.	Reading: Literature	Grade 2: 4 4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Yes	CCS includes *story and song*

English Language Arts, Grade 2 9

Domain Writing	CA ELA Standard	Core Strand	Common Core standard	Alignment?	Comments in reference to CCS
Strategies	1.1 Group related ideas and maintain a consistent focus	Writing	Grade 2: 1,2,3 1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section. 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. 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Yes	CCS does not use the words consistent focus but does include topic, reasons or details, and closure

	1.2 Create readable documents with legible handwriting.	Language	Grade 1: 1a
			1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
			   a. Print all upper- and lowercase letters.
			   b. Use common, proper, and possessive nouns.
			   c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*).
			   d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).
			   e. 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*).
			   f. Use frequently occurring adjectives.
			   g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
			   h. Use determiners (e.g., articles, demonstratives).
			   i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
				No	CCS does not address penmanship after Grade 1: Print all upper- and lowercase letters

English Language Arts, Grade 2   10

Domain Writing	CA ELA Standard	Core Strand	Common Core standard	Alignment?	Comments in reference to CCS
			j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.		

	1.3 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas.).	Writing
		
		Language
			Grade 2: Writing 7, 8 Language 2e (dictionary)
			Writing 7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
			
			Writing 8. Recall information from experiences or gather information from provided sources to answer a question.
			
			Lang. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
			  a. Capitalize holidays, product names, and geographic names.
			  b. Use commas in greetings and closings of letters.
			  c. Use an apostrophe to form contractions and frequently occurring possessives.
			  d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
			  e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
				Yes	CCS
					Grade 2: Writing standards 7 & 8 focus on research using a variety of sources; Language 2 includes use of dictionary

	1.4 Revise original drafts to improve sequence and provide more descriptive detail.	Writing	Grade 2: 5 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	Yes	CCS Grade 2: 5 includes revising and editing
Application	2.1 Write brief narratives based on their experiences: a. Move through a logical sequence of events.	Writing	Grade 2: 3 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Yes	CCS well-elaborated, sequence, details, temporal words, closure

English Language Arts, Grade 2

Domain Writing	CA ELA Standard	Core Strand	Common Core standard	Alignment?	Comments in reference to CCS
	b. Describe the setting, characters, objects, and events in detail.				
	2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.			No	CCS not specific to writing letters. Standard 10: Range of Writing begins in Grade 3 – range of purposes.

Domain Conventions	CA ELA Standard	Core Strand	Common Core standard	Alignment?	Comments in reference to CCS

Sentences	1.1 Distinguish between complete and incomplete sentences.	Language	Grade 2: 1f
			1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
			  a. Use collective nouns (e.g., *group*).
			  b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
			  c. Use reflexive pronouns (e.g., *myself, ourselves*).
			  d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
			  e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
			  f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
				Implied	CCS
					Grade 2: 1f Produce, expand, and rearrange complete simple and compound sentences

	1.2 Recognize and use correct word order in written sentences.	Language	Grade 2: 1f
			1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
			  a. Use collective nouns (e.g., *group*).
			  b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
			  c. Use reflexive pronouns (e.g., *myself, ourselves*).
			  d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
			  e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
			  f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
				Yes	CCS
					Grade 2: 1f

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Domain Conventions	CA ELA Standard	Core Strand	Common Core standard	Alignment?	Comments in reference to CCS

Grammar	1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.	Language	Grade 2: 1a-f
			1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
			    a. Use collective nouns (e.g., *group*).
			    b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
			    c. Use reflexive pronouns (e.g., *myself, ourselves*).
			    d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
			    e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
			    f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).
				Yes	CCS
					Grade 2: 1a-f

Punctuation	1.4 Use commas in the greeting and closure of a letter and with dates and items in a series.	Language	Grade 1: 2c
			2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
			    a. Capitalize dates and names of people.
			    b. Use end punctuation for sentences.
			    c. Use commas in dates and to separate single words in a series.
			    d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
			    e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
			
			Grade 2: 2b
			2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
				Yes	CCS
					Grade 1: 2c includes *dates, items in series*
					Grade 2: 2b includes *greetings and closings of a letter*

Domain Conventions	CA ELA Standard	Core Strand	Common Core standard	Alignment?	Comments in reference to CCS
			a. Capitalize holidays, product names, and geographic names. **b. Use commas in greetings and closings of letters.** c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		

	1.5 Use quotation marks correctly.	Language	Grade 3: 2c
			2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
			    a. Capitalize appropriate words in titles.
			    b. Use commas in addresses.
			    c. Use commas and quotation marks in dialogue.
			    d. Form and use possessives.
			    e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
			    f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
			    g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
			
			Grade 4: 2b
			2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
			    a. Use correct capitalization.
				Yes	CCS
					Grade 3: 2c; *dialogue*
					Grade 4: 2b; *direct speech and quotations from text*
					Grade 5: 2d; *titles of works*

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Domain Conventions	CA ELA Standard	Core Strand	Common Core standard	Alignment?	Comments in reference to CCS
			b. **Use commas and quotation marks to mark direct speech and quotations from a text.** c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.		

Capitalization	1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.	Language	Grade 1: 2a
			2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
			   a. **Capitalize dates and names of people.**
			   b. Use end punctuation for sentences.
			   c. Use commas in dates and to separate single words in a series.
			   d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
			   e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
			
			Grade 2: 2a
			2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
			   a. **Capitalize holidays, product names, and geographic names.**
			   b. Use commas in greetings and closings of letters.
			   c. Use an apostrophe to form contractions and frequently occurring possessives.
			   d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
			   e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
				Yes	CCS
					Grade 1: 2a; *dates, names*
					Grade 2: 2a; *holiday, product names, geographic names*
					Grade 3: 2a; *titles*
					Grade 4: 2a; *all*

Domain Conventions	CA ELA Standard	Core Strand	Common Core standard	Alignment?	Comments in reference to CCS

			Grade 3: 2a
			2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
			   a. Capitalize appropriate words in titles.
			   b. Use commas in addresses.
			   c. Use commas and quotation marks in dialogue.
			   d. Form and use possessives.
			   e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
			   f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
			   g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		

Spelling	1.7 Spell frequently used irregular words correctly (e.g., *was, were, says, said, who, what, why*).	Language	Grade 1: 2d
			2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
			   a. Capitalize dates and names of people.
			   b. Use end punctuation for sentences.
			   c. Use commas in dates and to separate single words in a series.
			   d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
			   e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
				Yes	CCS
					Grade 1: 2d;
					frequently occurring irregular words

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Domain Conventions	CA ELA Standard	Core Strand	Common Core standard	Alignment?	Comments in reference to CCS

	1.8 Spell basic short-vowel, long vowel, r-controlled, and consonant blend patterns correctly.	Language	**Grade 1: 2d-e**
			2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
			  a. Capitalize dates and names of people.
			  b. Use end punctuation for sentences.
			  c. Use commas in dates and to separate single words in a series.
			  d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
			  e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
			
			Grade 2: 2d
			2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
			  a. Capitalize holidays, product names, and geographic names.
			  b. Use commas in greetings and closings of letters.
			  c. Use an apostrophe to form contractions and frequently occurring possessives.
			  d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
			  e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
				Partial	CCS does not specify each pattern-conventional spelling for common spelling patterns

Domain Listening Speaking	CA ELA Standard	Core Strand	Common Core standard	Alignment?	Comments in reference to CCS

Comprehension	1.1 Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).	Speaking & Listening	Grade 2: 1a-c
			1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
			   a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
			   b. Build on others' talk in conversations by linking their comments to the remarks of others.
			   c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
				Partial	CCS
					Grade 2: 1a-c; collaborative conversations.
					
					CCS does not specifically address *purpose*

	1.2 Ask for clarification and explanation of stories and ideas.	Speaking & Listening	Grade 2: 3 3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Yes	CCS Grade 2: 3
	1.3 Paraphrase information that has been shared orally by others.	Speaking & Listening	Grade 2: 2 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Yes	CCS Grade 2: 2; says recount or describe – does not use the word paraphrase
	1.4 Give and follow three- and four-step oral directions.			No	CCS do not include following directions

Oral Communication	1.5 Organize presentations to maintain a clear focus.	Language
		
		Speaking & Listening
			Grade 2: Language 1, 3
			1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
			   a. Use collective nouns (e.g., *group*).
			   b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
				Yes	CCS
					Grade 2:
					Language 1, 3
					Speaking & Listening 4, 6

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Domain Listening Speaking	CA ELA Standard	Core Strand	Common Core standard	Alignment?	Comments in reference to CCS
			c. Use reflexive pronouns (e.g., *myself, ourselves*). d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*). 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English. Speaking & Listening 4, 6 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		
	1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).	Speaking & Listening	Kinder: 6 6. Speak audibly and express thoughts, feelings, and ideas clearly. Grade 2: 4, 6 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Partial	CCS include speaking audibly – nothing about pace

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Domain Listening Speaking	CA ELA Standard	Core Strand	Common Core standard	Alignment?	Comments in reference to CCS
	1.7 Recount experiences in a logical sequence.	Speaking & Listening	Grade 2: 4 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Partial	CCS do not include sequence
	1.8 Retell stories, including characters, setting, and plot.	Reading: Literature Speaking & Listening	Grade 2: Lit. 5 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. Speaking & Listening 4 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Yes	CCS Grade 2: Reading Literature 5; Speaking and Listening 4
	1.9 Report on topic with supportive facts and details.	Speaking & Listening	Grade 2: 2, 4, 6 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Yes	CCS Grade 2: 2, 4, 6
Application	2.1 Recount experiences or present stories: a. Move through a logical sequence of events. b. Describe story elements (e.g., characters, plot, setting).	Speaking & Listening	Grade 2: Lit 3 3. Describe characters, settings, and major events in a story, using key details. Grade 2: Speaking & Listening 4 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Partial	CCS do not include sequence
	2.2 Report on a topic with facts and details, drawing from several sources of information.	Writing Speaking & Listening	Grade 2: Writing 7 7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	Yes	CCS emphasizes use of information sources in the Writing standards

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Domain Listening Speaking	CA ELA Standard	Core Strand	Common Core standard	Alignment?	Comments in reference to CCS
			Speaking & Listening 4,5,6 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. 5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		

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Common Core Standards not found in Grade 2 CA ELA Standards

Core Strand	Common Core Standard	Comments in reference to CA ELA standards
Literature	4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	CCS include specificity not included in CA standards
	5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	CA standards partially address this in 3.1 Literary Analysis – *compare and contrast plots, settings, and characters presented by different authors*
	6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Point of view in later grades of CA standards
	7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Digital text not mentioned in CA standards
	10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Grade 2-3 text complexity band is specific to the CCS; not part of CA standards
Informational Text	2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	
	3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	CA Grade 5: Literary Response 3.0
	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.	CA includes diagram, chart, graph; CCS also includes captions, bold print, subheadings, glossaries, indexes, electronic menus, icons.
	7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	CA does not reference images
	8. Decribe how reasons support specific points the author makes in a text.	
	9. Compare and contrast the most important points presented by two texts on the same topic.	CA Grade 4: 2.5 Comprehension

Core Strand	Common Core Standard	Comments in reference to CA ELA standards
	10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Grade 2-3 text complexity band is specific to the CCS; not part of CA standards. Reference to history/social studies, science, and technical text not included in CA standards.
Foundational Skills	4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	CA standards do not specifically link fluency to supporting comprehension
Writing	1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.	CA standards do not include as much specificity (e.g., use linking words).
	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.	CA standards –narrative and friendly letter at Grade 2; informative and explanatory not a focus at Gr. 2 of CA
	3. Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	CA standard focuses on sequence of events and story elements in Grade 2 but do not address temporal words to signal events and sense of closure
	5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	CA includes revising, not editing
	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	CA does not reference use of digital tools
	7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	CA: Narrative description under Writing Applications 2.0 refers to research. No specific standard.
	8. Recall information from experiences or gather information from provided sources to answer a question.	

Core Strand	Common Core Standard	Comments in reference to CA ELA standards
Speaking and Listening	5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Audio recordings not a part of CA standards

Language	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	   a. Use collective nouns (e.g., *group*).
	   b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
	   c. Use reflexive pronouns (e.g., *myself, ourselves*).
	   d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
	   e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
	   f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).
		CCS 1a, b, c, d, e, f are referenced in CA standards in Gr. 4 and beyond

	5. Demonstrate understanding of word relationships and nuances in word meanings.
	   a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).
	   b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).
		CCS 5b: Shades of meaning and related adjectives not included in Gr. 2 CA standards

	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*).	CA standards do not emphasize students' *use* of vocabulary

CA Standards not found in 2nd grade Common Core Standards

California ELA Standards Domain Strand Standard	Comments related to the Common Core Standards
Reading 1.0 Word Analysis, Fluency, and Systematic Vocabulary Devleopment 　　1.4 Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).	CCS do not include abbreviations.
2.8 Follow two-step written instructions.	CCS not specific to following directions
Reading 2.0 Reading Comprehension 　　2.8 Follow two-step written instructions.	CCS not specific to following directions
Reading 3.0 Literary Respons and Analysis 　　3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.	CCS does not include specifics about altenative endings
Writing 1.0 Writing Strategies 　　1.2 Create readable documents with legible handwriting.	CCS does not address penmanship after Grade 1: Print all upper- and lowercase letters
Writing 2.0 Writing Applications 　　2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.	CCS not specific to writing letters. Standard 10: Range of Writing begins in Grade 3 – range of purposes.
Listening and Speaking 1.0 Listening and Speaking Strategies 　　1.4 Give and follow three- and four-step oral directions.	CCS do not include following directions

Analysis of *California ELA* standards to *Common Core* standards-3rd grade

Domain Reading	CA ELA Standard	Core Strand	Common Core Standards (CCS)	Alignment ?	Comments in reference to CCS

Decoding	1.1 Know and use complex word families when reading (-ight) to decode unfamiliar words.	Language	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
			  a. Capitalize appropriate words in titles.
			  b. Use commas in addresses.
			  c. Use commas and quotation marks in dialogue.
			  d. Form and use possessives.
			  e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
			  f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
			  g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
				Partial	2f
					Appears in Language section, not Foundational Skills for Decoding.

	1.2 Decode regular multisyllabic words	Reading: Foundational Skills	3. Know and apply grade-level phonics and word analysis skills in decoding words.
			  a. Identify and know the meaning of the most common prefixes and derivational suffixes.
			  b. Decode words with common Latin suffixes.
			  c. Decode multisyllabic words.
			  d. Read grade-appropriate irregularly spelled words.
				Yes	3c

	1.3 Read with fluency, accuracy, prosody	Reading: Foundational Skills	4. Read with sufficient accuracy and fluency to support comprehension.
			  a. Read on-level text with purpose and understanding.
			  b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
				Yes	CCS also include reading with purpose and understanding and using context to self-correct.

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Domain Reading	CA ELA Standard	Core Strand	Common Core Standards (CCS)	Alignment ?	Comments in reference to CCS
			c. Use context to confirm or self-correct word recognition and understanding, rereading as neccessary.		
Vocabulary	1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine meaning of words.	Language		Yes	Found in 4th and 5th grade Language standard 5c.
	1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations.	Reading: Informational Text	4. Learn meanings of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	Partial	Does not include importance of relations.
	1.6 Use sentence and word context to find the meaning of unknown words.	Language	4. Determine or clarify the meaning of unknown word and phrases based on *grade 3 reading and content,* choosing flexibly from a range of strategies. **a. Use sentence-level context as a clue to the meaning of a word or phrase.**	Yes	Includes derivational suffixes

	1.7 Use a dictionary to learn the meaning and other features of unknown words.	Language	4. Determine or clarify the meaning of unknown word and phrases based on *grade 3 reading and content,* choosing flexibly from a range of strategies.
			   a. Use sentence-level context as a clue to the meaning of a word or phrase.
			   b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
			   c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
			   d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
				Yes	4d

Domain Reading	CA ELA Standard	Core Strand	Common Core Standards (CCS)	Alignment ?	Comments in reference to CCS

	1.8 Use knowledge of prefixes (un-,re-pre-,bi-,mis-,dis-) and suffixes (-er,-est, -ful) to determine meaning of words.	Reading: Foundational Skills and Language	3. Know and apply grade-level phonics and word analysis drills in decoding words.
			   a. Identify and know the meaning of common prefix es and derivational suffixes.
			   b. Decode words with common Latin suffixes.
			   c. Decode multisyllable words.
			   d. Read grade-appropriate irregularly spelled words.
			
			4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
			   a. Use sentence-level context as a clue to the meaning of a word or phrase.
			   b. Determine meaning of the new word formed when affix is added to a known word.
			   c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
			   d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
				Yes	3a, 3b, and 4b
					
					Includes derivational and Latin suffixes.

Comprehension	2.1 Use titles, table of content, chapter headings, glossaries, and indexes to locate information in text.	Reading: Informational Text	5. Use text features and search tools (key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Partial	Includes technology features. Not specific in text features. More specific emphasis begins in 1st and 2nd grade Reading: Informational Text standard 5.
	2.2 Ask questions and support answers by connecting prior knowledge with literal	Reading: Infromational Text	1. Ask and answer questions, referring explicitly to text as basis for answers.	Partial	Does not include prior knowledge and inferred answers.

Domain Reading	CA ELA Standard	Core Strand	Common Core Standards (CCS)	Alignment?	Comments in reference to CCS
	information found in and and inferred from, the text.				Scaffold for inferential standard in 4th and 5th.
	2.3 Demonstrate comprehension by identifying answers in the text.	Reading: Literature and Informational Text	1. Ask and answer questions, referring explicitly to text as basis for answers.	Yes	
	2.4 Recall major points in the text and make and modify predictions about forthcoming information.			No	
	2.5 Distinguish main idea and supporting details in expository text.	Reading: Informational Text Speaking and Listening	2. Determine the main idea of a text; recount the key details and explain how they support the main idea. 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.	Yes	Includes explanation of how key details support main idea.
	2.6 Extract appropriate and significant information from text, including problem and solution.	Reading: Informational Text	7. Use information gained from illustrations and the words in a text to demonstrate understanding of the text. 8. Decribe the logical connection between particular sentences and paragraphs in a text (comparison, cause/effect, first/second/third in a sequence).	Yes	Includes using information from illustrations.
	2.7 Follow multi-step written directions.			No	Does not address following multi-step written directions.
Literary Response	3.1 Distinguish common forms of literature (poetry, drama, fiction, nonfiction).	Reading: Literature	5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter,scene, and stanza; decsribe how each succesive part builds on earlier sections.	Yes	Includes specific terms for each form of literature. Extends to description of how each part builds.

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Domain Reading	CA ELA Standard	Core Strand	Common Core Standards (CCS)	Alignment ?	Comments in reference to CCS
	3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.	Reading: Literature-	2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Yes	Extends to determination of central message and explanation of how it is conveyed through key details.
	3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.	Reading: Literature	3. Describe characters in a story (their traits, motivation, or feelings) and explain how their actions contribute to the sequence of events.	Yes	Extends to explanation of how character's actions contribute to the sequence of events.
	3.4 Determine the underlying theme or author's message in fiction and nonfiction text.	Reading: Literature		Yes	Addressed in 4th and 5th grade Reading: Literature standard 2.
	3.5 Recognize the similarities of sounds in words and rhythmic patterns (alliteration, onomatopoeia) in a selection	Reading: Literature		Yes	Addressed in 2nd grade Reading: Literature standard 4.
	3.6 Identify the speaker or narrator in a selection.	Reading: Literature		Yes	Found in 1st grade Reading:Literature standard 6.

Domain Writing	CA ELA standard	Core Strand	Common Core Standard CCS	Alignment ?	Comments in reference to CCS

Strategies	1.1 Create a single paragraph:
	a. Develop a topic sentence.
	b. Include simple supporting facts and details.
		Writing	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
			  a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
			  b. Develop the topic with facts, definitions, and details.
			  c. Use linking words and phrases (also, another, and, more, but) to connect ideas within categories of information.
			  d. Provide a concluding statement or section.
			
			4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
				Yes	CCS does not use the word paragraph, but emphasizes topic sentence, facts, definitions, and details. Begins in grade 1.

	1.2 Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.			No	
	1.3 Understand the structure and organization of various reference materials (dictionary,thesaurus, atlas, encyclopedia).	Reading: Informational Text	5. Use text features and search tools (key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Partial	Does not highlight specific references materials. Includes hyper links.
	1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.	Writing	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 strand	Yes	Includes peer support.
Application	2.1 Write narratives: a. Provide a context within which a aciton takes place.	Writing	3-Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Yes	Extends to dialogue and temporal words and phrases.

Domain Writing	CA ELA standard	Core Strand	Common Core Standard CCS	Alignment ?	Comments in reference to CCS
	b. Include well-chosen details to develop the plot. c. Provide insight into why the selected incident is memorable.		a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.		
	2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.	Writing	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.	Yes	
	2.3 Write personal and formal letters , thank-you notes, and invitations: a. Show awareness of the knowledge and interests of the audience and establish a purpose and context. b. Include the date,proper salutation, body, closing, and signature.			No	

Domain Conventions	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment ?	Comments in reference to CCS
Sentences	1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, exclamatory sentences in writing and speaking.	Language		Yes	Found in 1st grade Language standard 1j.

	1.2 Identfy subject and verb that are in agreement and identify and use of pronouns, adjectives, compound words, and articles correctly in writing and speaking.	Language	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
			   a. **Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.**
			   b. Form and use regular and irregular plural nouns.
			   c. Use abstract nouns (e.g., childhood).
			   d. Form and use regular and irregular verbs.
			   e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
			   f. **Ensure subject-verb and pronoun-antecedent agreement.***
			   g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
			   h. Use coordinating and subordinating conjunctions.
			   i. Produce simple, compound, and complex sentences.
				Yes	1a and 1f
					Article- found in 1st grade Language standard 1h.
					Does not emphasize compound words.
					Initial introduction of standard 1f. See Language Progression Chart.

	1.3 Identify and use past, present, future verb tenses properly in writing and speaking.	Language	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
			   a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
			   b. Form and use regular and irregular plural nouns.
				Yes	1e

English Language Arts, Grade 3   8

Domain Conventions	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment ?	Comments in reference to CCS
			c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. **e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.** f. Ensure subject-verb and pronoun-antecedent agreement.* g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.		
	1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences.	Language	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.** b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. **f. Ensure subject-verb and pronoun-antecedent agreement.*** g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.	Yes	1a, 1f

Domain Conventions	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment ?	Comments in reference to CCS
Punctuation	1.5 Punctuate dates, cities, and state, and titles of books correctly.	Language	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **a. Capitalize appropriate words in titles.** b. Use commas in addresses. c. Use commas and quotation marks in dialogue. e. Form and use possessives. f. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). g. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. h. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Partial	2a Also addressed in 1st and 2nd grade Language standard 2a and 2c.
	1.6 Use commas in dates, locations, and addresses and for items in a series.	Language	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. **b. Use commas in addresses.** c. Use commas and quotation marks in dialogue. e. Form and use possessives. f. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). g. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. h. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Partial	2b Addressed in 1st Language standard 2a and 2c.

Domain Conventions	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment ?	Comments in reference to CCS

Capitalization	1.7 Capitalize geographic names, holidays, historical periods, and special events correctly.	Language	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
			  a. Capitalize appropriate words in titles.
			  b. Use commas in addresses.
			  c. Use commas and quotation marks in dialogue.
			  e. Form and use possessives.
			  f. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
			  g. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
			  h. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
				Partial	2a -Specific to capitalizing words in titles.
					Also addressed in 2nd grade Language standard 2a- does not include capitalizing historical periods and special events.

Spelling	1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns, and common homophones.	Language	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
			  a. Capitalize appropriate words in titles.
			  b. Use commas in addresses.
			  c. Use commas and quotation marks in dialogue.
			  e. Form and use possessives.
			  f. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
			  g. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
			  h. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
				Yes	2f, 2g

	1.9 Arrange words in alphabetical order.			No	

Analysis by Sacramento County Office of Education (format adapted from Monterey COE), June 2010

Domain Listening/ Speaking	CA ELA standard	Core Strand	Common Core Standard (CCS)	Alignment ?	Comments in reference to CCS
Comprehension	1.1 Retell, paraphrase, explain what has been said by a speaker.	Speaking and Listening	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (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). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks or others. **d. Explain their own ideas and understanding in light of the discussion.**	Yes	1d Highlights explanation and understanding during discussion.
	1.2 Connect/relate prior experiences, insights, and ideas to those of a speaker	Speaking and Listening	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (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).	Yes	1c

Domain Listening/ Speaking	CA ELA standard	Core Strand	Common Core Standard (CCS)	Alignment ?	Comments in reference to CCS
			c. **Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks or others.** d. Explain their own ideas and understanding in light of the discussion.		
	1.3 Respond to question with appropriate elaboration.	Speaking and Listening	3. Ask and answer questions about information from a speaker's, offering appropriate elaboration and detail.	Yes	
	1.4 Identify musical elements of literary language.			Yes	Addressed in 2nd Language standard 4.
Organization	1.5 Organize ideas chronologically around major points of information.	Speaking and Listening	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.	Yes	Organization of ideas found in 4th and 5th grade Speaking and Listening standard 4.
	1.6 Provide a beginning, middle, an end, including concrete details that develop a central idea.	Speaking and Listening	4. Report on topic or text, tell a story, or recount an experience w/ appropriate facts/details, speaking clearly at an understandable pace.	Partial	Does not highlight beginning/middle/end
	1.7 Use clear and specific vocabulary to communicate ideas and establish the tone.	Language	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.	Yes	
	1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g. objects, pictures, charts).	Speaking Listening	5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	Yes	Emphasis on audio recordings and fluid reading at an understandable pace.
	1.9 Read prose/poetry aloud with fluency, rhythm, pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.	Reading: Literature and Foundational Skills	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. 4. Read with sufficient accuracy and fluency to support comprehension.	Yes Yes	CCS emphasizes the end of year goal. 4b

Domain Listening/ Speaking	CA ELA standard	Core Strand	Common Core Standard (CCS)	Alignment ?	Comments in reference to CCS
			a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
Analysis of Oral and Media	1.10 Compare ideas and points of view in broascast and print media.	Reading: Literature and Informational Text	6. Distinguish their own point of view from that of the narrator or those of the characters. 6. Distinguish their own point of view from that of the author of a text. 9. Compare and contrast the most important points and key details presented in two texts on the same topic.	Partial	Does not emphasize analysis of media
	1.11 Distinguish between the speaker's opinion and verfiable fact.			No	
Application	2.1 Narrative presentations a. Provide context for an incident that is the subject of the presenation. b. Provide insight into why the selected incident is memorable. c. Include well-chosen details to develop character/setting/ideas.	Speaking and Listening	4. Report on topic or text, tell a story, or recount an experience w/ appropriate facts/details, speaking clearly at an understandable pace. 6. Speak in complete sentences when appropritae to task and situation in order to provide requested detail or clarification.	Yes	Does not explicitly identify narrative elements. CCS 6 is end of year goal.
	2.2 Plan and present dramatic interpretations of experiences, stories, poems, or plays with	Speaking and Listening	4. Report on topic or text, tell a story, or recount an experience w/ appropriate facts/details, speaking clearly at an understandable pace.	Partial	Does not emphasize presentation of poems, and drama.

Domain Listening/ Speaking	CA ELA standard	Core Strand	Common Core Standard (CCS)	Alignment ?	Comments in reference to CCS
	clear, diction, pitch, tempo, and tone.		6. Speak in complete sentences when appropritae to task and situation in order to provide requested detail or clarification.		CCS 6 is end of year goal.
	2.3 Descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	Speaking and Listening	4. Report on topic or text, tell a story, or recount an experience w/ appropriate facts/details, speaking. 6. Speak in complete sentences when appropritae to task and situation in order to provide requested detail or clarification. clearly at an understandable pace.	Partial	Does not specify element of descriptive presentation. CCS 6 is end of year goal.

English Language Arts, Grade 3   15

Common Core Standards not found in 3rd Grade CA ELA Standards

Core Strand	Common Core Standard	Comment in reference to CA ELA Standards
Reading: Literature	4. Determine the meanings of words and pharases as they are used in a text, distinguishing literal from nonliteral language.	
Reading: Literature	7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (create mood, emphasize aspects of a character or setting).	
Reading: Literature	9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (books in a series).	2nd grade Reading 3.3
Reading: Informational Text	3. Describe the relationship between a series of historical events, scientific ideas or concepts, or stepes in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	4th grade Reading 2.1
Foundational Skills	3d. Read grade-appropriate irregularly spelled words.	2nd grade Written and Oral Conventions 1.7

Writing	1. Write opinions pieces on topics or text, supporting a point of view with reasons.
	    a. Introduce to topic or text they are writing about, state and opinion, and create an organizational structutre that lists reasons.
	    b. Provide reasons that support the opinion.
	    c. Use linking words and phrases (because, therefore, since, for example) to connect opinion and reasons.
	    d. Provide a concluding statement or section.
		4th grade Writing 2.2
		 5th grade Writing 2.2 and 2.4

Writing	6. With guidance and support from adults, use technology to produce and publish writing (using keyboard skills) as well as to interact and collaborate with others.	5th grade Writing 1.4
Writing	7. Conduct short research projects that build knowledge about a topic.	
Writing	8. Recall information from experiences or gather information from resources, take notes, sort evidence into categories.	4th grade Writing 1.7
Language	1b. Form and use regular and irregular plural nouns.	1st grade and 5th Writing Conventions 1.2
Language	1c. Use abstract nouns (childhood).	2nd grade Writing Conventions 1.3- not specific to abstract nouns.
Language	1d. Form and use regular and irregular verbs.	4th grade Writing Conventions 1.3
Language	1g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is be modified.	
Language	1h. Use coordinating and subordinating conjunctions.	

Core Strand	Common Core Standard	Comment in reference to CA ELA Standards
Language	1i. Produce simple, compound , and complex sentences.	4th grade Writing Conventions 1.1- compound only
Language	2c. Use commas and quotation marks in dialogue.	4th grade Writing Conventions 1.4
Language	2d. Form and use possesives.	1st grade Writing Conventions 1.3
Language	2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (sitting, smiled, cries, happiness).	1st grade Writing Conventions 1.8 2nd Writing Conventions 1.7 4th grade Writing Conventions 1.7
Language	2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	
Language	3b. Recognize and observe difference between the conventions of spoken and written standard English.	
Language	4c. Use a known root word as clue to the meaning of an unknown word with the same root (company, companion).	4th grade Reading 1.3
Language	5a. Distinguish the literal and nonliteral meanings of words and phrases in context (take steps).	5th grade Reading 1.5
Language	5b. Identify real-life connection between words and their use.	
Language	5c. Distinguish shades of meaning among related words that describes states of mind or degrees of certainty (knew, believed, suspected, heard, wondered).	6th grade Reading 1.5
Language	6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.	

English Language Arts, Grade 3   17

CA Standards not found in 3rd grade Common Core Standards

Domain	CA Standard	Comments in reference to CCS
Reading	2.4 Recall major points in the text and make and modify predictions about forthcoming information.	
Reading	2.7 Follow multi-step written directions.	
Writing	1.2 Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.	
Writing	2.3 Write personal and formal letters , thank-you notes, and invitations: a. Show awareness of the knowledge and interests of the audience and establish a purpose and context. b. Include the date,proper salutation, body, closing, and signature.	
Writing-Conventions	1.9 Arrange words in alphabetical order.	
Listening and Speaking	1.11 Distinguish between the speaker's opinions and verfiable facts.	

Analysis of *California ELA* standards to *Common Core* standards-4th grade

Domain Reading	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS

Word Analysis and Fluency	1.1 Read narrative and expository text aloud with grade-appropriate fluency, and accuracy and with appropriate pacing, intonation, and expression.	Reading: Foundational Skills	4. Read with sufficient accuracy and fluency to support comprehension.
			  a. Read on-level text with purpose and understanding.
			  b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
			  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
				Yes	4b
					Extends to reading for purpose and understanding and using context to self-correct.

Vocabulary	1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meanings of unknown words and phrases.	Language	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
			  5a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
			  5b. Recognize and explain the meaning of common idioms, adages, and proverbs.
			  c. Demonstrate understanding of words by relating them to their opposites (antonyms and to words with similar but not identical meanings (synonyms).
				Yes	5b and 5c
					Extends to adages and proverbs.
					Does not include word origins.

	1.3 Use knowledge of root words to determine the meaning of unknown words and phrases.	Language	4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
			  a. Use context (definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
			  b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (telegraph, photograph, autograph)
			  c. Consult references materials (dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
				Yes	4b

English Language Arts, Grade 4   1

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Domain Reading	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS

	1.4 Know common roots and affixes derived from Greek/Latin and use this knowledge to analyze the meaning of complex words (international)	Language	4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
			  a. Use context (definitions, examples, or restatements in text) as a clued to the meaning of a word or phrase.
			  b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (telegraph, photograph, autograph)
			  c. Consult references materials (dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
				Yes	4b
					Emphasizes usage of Greek/Latin roots and affixes.

	1.5 Use a thesaurus to determine related words and concepts.	Language	4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
			  a. Use context (definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
			  b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (telegraph, photograph, autograph)
			  c. Consult references materials (dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
				Yes	4c
					Includes other reference materials- dictionaries, glossaries. Also extends to digital.

	1.6 Distinguish and interpret words with multiple meaning	Language	4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	Yes	Includes specific strategies.

English Language Arts, Grade 4   2

Domain Reading	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
			b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (telegraph, photograph, autograph) c. Consult references materials (dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.		
Comprehension	2.1 Identify structural patterns found in informational text (compare/contrast, cause/effect, sequential/chronological, proposition/support) to strengthen comprehension.	Reading: Informational Text	5. Describe the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	Yes	
	2.2 Use appropriate strategies when reading for different purposes (full comprehension, location of information, personal enjoyment).			No	Reading strategies i.e., predict, confirm, visualize, use prior knowledge are not delineated in CCS.
	2.3 Make and confirm predictions about text by using prior knowledge, ideas presented in text itself, including illustrations, titles, topic sentences, important words, and foreshadow clues			No	Reading strategies i.e., predict, confirm, visualize, use prior knowledge are not delineated in CCS.
	2.4 Evaluate new information and hypotheses by testing them against known information and ideas.			No	Reading strategies i.e., predict, confirm, visualize, use prior knowledge are not delineated in CCS.

Domain Reading	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
	2.5 Compare/contrast information on the same topic after reading several passages or articles.	Reading: Informational Text	6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Yes	Extends to firsthand and secondhand accounts of the same event or topic.
	2.6 Distinguish between cause/effect and between fact/opinion in expository text.			No	
	2.7 Follow multiple-step instruction in a basic technical manual (how to use computer commands or video games)			No	
Literary Response	3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.	Reading: Literature	5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (verse, rhythm, meter) and drama (casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about text.	Yes	Emphasis on poems, drama, and prose. Does not specify imaginative forms of literature.
	3.2 Identify main events of the plots, their causes, and the influence of each event on future actions.			No	
	3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine causes for that character's actions.	Reading: Literature	3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (character's thoughts, words, or actions).	Partial	Does not address determining causes for character's actions.
	3.4 Compare/contrast tales from other cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (trickster tales).	Reading: Literature	9. Compare/contrast the treatment of similar themes and topics (opposition of good and evil) and patterns of events (the quest) in stories, myths, and traditional literature from different cultures.	Yes	

Domain Reading	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
	3.5 Define figurative language (simile, metaphor, hyperbole, personification) and identify its use in literary works.	Language	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple simile and metaphors (as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Yes	5a Does not include hyperbole and personification.

Domain Writing	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
Organization Focus	1.1 Select focus, an organizational structure, a point of view based upon purpose, audience, length, and format requirements.	Writing	4. Produce clear and coherent writing 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).	Yes	
	1.2 Multiple –paragraph compositions: a. Provide an introductory paragraph. b. Establish and support a central idea w/topic sentence at or near the beginning of the first paragraph. c. Include supporting paragraphs with simple facts, details, and explanations d. Conclude with a paragraph that summarizes the points. e-Use correct indention.	Writing	4. Produce clear and coherent writing 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).	Implied	Does not specifically highlight multiple paragraphs.
	1.3 Use traditional structures for conveying information (chronological order, cause and effect, similarity and difference, posing and answering a question).	Writing	4. Produce clear and coherent writing 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).	Partial	CCS describes text structures in general terms. Cause/effect, chronological order are not mentioned specifically.
Penmanship	1.4 Write fluidly and legibly in cursive or joined italics.			No	Does not emphasize penmanship.

Domain Writing	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
Research	1.5 Quote or paraphrase information sources, citing them appropriately.			No	
	1.6 Locate information in reference text by using organizational features (prefaces, appendixes).			No	
	1.7 Use various reference materials (dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.	Writing	8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.	Yes	Not specific with sources. Extends to digital sources and note taking and categorizing information.
	1.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.			No	
	1.9 Demonstrate basic keyboarding skills and familiarity with computer terminology (cursor, software, memory, disk drive, hard drive).	Writing	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.	Yes	Extends to producing and publishing writing.
Revision	1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	Writing	5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on pages 28-29).	Yes	Includes peer editing
Application	2.1 Write narratives: a. Relate ideas, observations, or recollections of an event or experience. b. Provide a context to enable the reader to imagine the world	Writing	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Yes	Extends to dialogue and transitional words.

English Language Arts, Grade 4 7

Domain Writing	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
	of the event or experience. c. Use concrete sensory details. d. Provide insight into why the selected even or experience is memorable.		b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.		
	2.2 Write response to literature: a. Demonstrate an understanding of the literary work. b. Support judgments through references to both the text and prior knowledge.	Writing	2. Write informational/ explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (another, for example, also, because). d. Use precise language and domain specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	Yes	Does not highlight specific genre of expository composition.
	2.3 Write informational reports: a. Frame a central question about an issue or situation. b. Include facts and details for focus. c. Draw from more than one source of information	Writing	2. Write informational/ explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Yes	Extends to linking ideas, using precise language and domain specific vocabulary, and a concluding statement. Does not emphasize using more than one

Domain Writing	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
	(speakers, books, newspapers, and other media sources).		c. Link ideas within categories of information using words and phrases (another, for example, also, because). d. Use precise language and domain specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.		source.
	2.4 Write summaries that contain the main ideas of the reading selection and the most significant details		2. Write informational/ explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (another, for example, also, because). d. Use precise language and domain specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	Yes	Does not highlight specific genre of expository composition.

Domain Conventions	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS

Sentence	1.1 Use simple and compound sentences in writing and speaking.	Language	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
			   a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
			   b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
			   c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
			   d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
			   e. Form and use prepositional phrases.
			   f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
			   g. Correctly use frequently confused words (e.g., to, too, two; there, their).*
				Yes	1f
					
					2nd grade Language standard 1f and / 3rd grade Language standard 1i.

	1.2 Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	Language	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
			   a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
			   b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
			   c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
			   d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
			   e. Form and use prepositional phrases.
			   f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
				Yes	1a, 1d, 1e, and 1f
					
					Does not address appositives, participial phrases. 3rd grade Language standard 1a highlights general functions of adjectives and adverbs.

Domain Conventions	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
			g. Correctly use frequently confused words (e.g., to, too, two; there, their).*		
Grammar	1.3 Identify and use regular/irregular verbs, adverbs, prepositions, coordinating conjunctions in writing and speaking.		1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).** b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). **e. Form and use prepositional phrases.** f-. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* g. Correctly use frequently confused words (e.g., to, too, two; there, their).*	Yes	1a and 1e Does not emphasize regular/irregular verbs and coordinating conjunctions. 3rd grade Language standard 1a, 1d, 1h.
Punctuation	1.4 Use parentheses, commas in direct quotations, and apostrophes, in possessive case of nouns and in contractions.	Language	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. **b. Use commas and quotation marks to mark direct speech and quotations from a text.** c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.	Yes	2b Apostrophes for contractions and possessives- 2nd grade Language standards-Conventions.
	1.5 Use underlining, quotations marks, or italics to identify titles of documents.	Language		Yes	Emphasized in 5th grade Language standard-Conventions 2d.

Domain Conventions	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS

Capitalization	1.6 Capitalize names of magazines, newspapers, works of art, musical compositions, and the first word in quotations when appropriate.	Language	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
			  a. Use correct capitalization.
			  b. Use commas and quotation marks to mark direct speech and quotations from a text.
			  c. Use a comma before a coordinating conjunction in a compound sentence.
			  d. Spell grade-appropriate words correctly, consulting references as needed.
				Partial	2a
					Less specificity. Does not delineate capitalization skills mentioned in Ca 1.6.

Spelling	1.7 Spell correctly roots, inflections, suffixes and prefixes, syllable constructions.	Language	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
			  a. Use correct capitalization.
			  b. Use commas and quotation marks to mark direct speech and quotations from a text.
			  c. Use a comma before a coordinating conjunction in a compound sentence.
			  d. Spell grade-appropriate words correctly, consulting references as needed.
				Yes	2d
					Not specific to spelling patterns and generalizations.

Domain Listening Speaking	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS

Comprehension	1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.	Speaking and Listening	1. Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
			  a. Come to discussions prepared, having read or studied required materials; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
			  b. Follow agreed-upon rules for discussions and carry out assigned roles.
			  c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
			  d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
				Yes	1c
					
					Also found in K-3 Speaking and Listening standards- Comprehension and Collaboration -3.

	1.2 Summarize major ideas and support evidence in spoken messages and formal presentations.	Speaking and Listening	2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Yes	Extends to graphic or visual presentations.
	1.3 Identify how language usages (sayings, expressions) reflect regions and cultures.			No	
	1.4 Give precise directions and instructions.			No	
Oral Communication	1.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and events.	Speaking and Listening	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.	Yes	Does not specifically highlight introductions and conclusions.

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Domain Listening Speaking	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
	1.6 Use traditional structures for conveying information (chronological order, cause and effect, similarity and different, posing and answering a question).			No	
	1.7 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.	Speaking and Listening	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.	Yes	Highlights the different ways to emphasize ideas and concepts.
	1.8 Use details, examples, anecdotes, or experiences to explain or clarify information.	Speaking and Listening	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.	Yes	
	1.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.			No	
Evaluate	1.10 Evaluate the role of the media in focusing attention on events and in forming opinions on issues.			No	
Application	2.1 Narrative presentations: a. Relate ideas, observations, or recollections about an event or experience. b. Provide a context that enables the listener to imagine	Speaking and Listening	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.	Implied	

English Language Arts, Grade 4   14

Domain Listening Speaking	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
	the circumstances of the event or experience. c. Provide insight into why the selected event or experience is memorable.				
	2.2 Informational presentations a. Frame a key question. b. Include facts and details that help listeners to focus. c. Incorporate more than one source of information (speakers, books, newspapers, television or radio reports).	Speaking and Listening	7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Partial	Does not include incorporating different sources.
	2.3 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.	Speaking and Listening	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.	Implied	
	2.4 Recite brief poems (two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.			No	

Analysis by Sacramento County Office of Education (format adapted from Monterey COE), June 2010

Common Core Standards not found 4th Grade in CA ELA Standards

Core Strand	Common Core Standard	Comments in reference to CA ELA Standards
Reading: Literature and Informational Text	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	3rd grade Reading 2.2
Reading: Literature	2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	3rd grade and 5th grade Reading 3.4. Does not include drama and poems.
Reading: Literature	6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	6th grade Reading 3.5
Reading: Literature	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.	
Reading: Informational Text	2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	3rd grade Reading 2.5
Reading: Informational Text	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.	
Reading: Informational Text	4. Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	
Reading: Informational Text	7. Interpret information presented visually, orally, or quantitatively (charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	
Reading: Informational Text	8. Explain how an author uses reasons and evidence to support particular points in a text.	5th grade Reading 2.5
Reading: Informational Text	9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	
Reading: Foundational Skills	3a.Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.	3rd grade Reading 1.2
Writing	1. Write opinions pieces on topics or texts, supporting a point of view with reasons and information: a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	5th grade Writing 2.2 and 2.4

Core Strand	Common Core Standard	Comments in reference to CA ELA Standards
	b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (consequently, specifically) d. Provide a concluding statement or section related to the opinion presented.	
Writing	8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.	

Writing	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
	    a. 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. 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").	

Writing	10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	
Speaking and Listening	3. Identify the reasons and evidence a speaker provides to support particular points.	5th grade Listening and Speaking 1.3
Speaking and Listening	5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	
Speaking and Listening	6. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation.	Addressed in paragraph preceding the 4th grade CA Listening and Speaking standards.
Language	1b. Form and use the progressive verb tenses. 1c. Use modal auxiliaries to convey various conditions. g. Correctly use frequently confused words (to, too, two; there, their)	3rd grade Reading 1.4

Language	3a. Choose words and phrases to convey ideas precisely.
	    b. Choose punctuation for effect.
	    c. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation.	

Language	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 and that are basic to a particular topic.	

CA Standards not found in 4th grade Common Core Standards

Domain	CA Standard	Comments in reference to CCS
Reading	2.2 Use appropriate strategies when reading for different purposes (full comprehension, location of information, personal enjoyment).	
Reading	2.3 Make and confirm predictions about text by using prior knowledge, ideas presented in text itself, including illustrations, titles, topic sentences, important words, and foreshadow clues	
Reading	2.4 Evaluate new information and hypotheses by testing them against known information and ideas.	
Reading	2.6 Distinguish between cause/effect and between fact/opinion in expository text.	
Reading	2.7 Follow multiple-step instruction in a basic technical manual (how to use computer commands or video games)	
Reading	3.2 Identify main events of the plots, their causes, and the influence of each event on future actions.	
Writing	1.3 Use traditional structures for conveying information (chronological order, cause and effect, similarity and different, posing and answering a question).	
Writing	1.4 Write fluidly and legibly in cursive or joined italics.	
Writing	1.5 Quote or paraphrase information sources, citing them appropriately.	
Writing	1.6 Locate information in reference text by using organizational features (prefaces, appendixes).	
Writing	1.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.	
Listening and Speaking	1.3 Identify how language usages (sayings, expressions) reflect regions and cultures.	
Listening and Speaking	1.4 Give precise directions and instructions.	
Listening and Speaking	1.6 Use traditional structures for conveying information (chronological order, cause and effect, similarity and different, posing and answering a question).	
Listening and Speaking	1.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.	
Listening and Speaking	1.10 Evaluate the role of the media in focusing attention on events and in forming opinions on issues.	
Listening and Speaking	2.4 Recite brief poems (two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.	

Analysis of *California ELA* standards to *Common Core* standards-5th grade

Domain Reading	CA ELA Standard	Core Strand:	Common Core Standard	Alignment?	Comments in reference to CCS

Word Analysis and Fluency	1.1 Read aloud narrative/expository text fluently, accurately, intonation, expression.	Reading: Foundational Skills	4. Read with sufficient accuracy and fluency to support comprehension.
			  a. Read on-level text with purpose and understanding.
			  b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression.
			  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
				Yes	Includes using context to self-correct and reading with purpose and understanding
					
					Deeper look at fluency with Comprehension as goal
					
					Also includes application of phonics and word analysis skills while reading

Vocabulary	1.2 Use word origins to determine meaning of unknown words.	Language	4. Determine or clarify the meaning of unknown and multiple meaning words and phrases.
			  a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
			  b. Use common, grade-appropriate Greek/Latin affixes and roots as clues to the meaning of a word.
			  c. 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.
				Yes	4b

	1.3 Understand and explain frequently used synonyms, antonyms, homographs.	Language	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
			  a. Interpret figurative language, including similes and metaphors, in context.
			  b. Recognize and explain the meaning of
				Yes	5c

English Language Arts, Grade 5   1

Domain Reading	CA ELA Standard	Core Strand:	Common Core Standard	Alignment?	Comments in reference to CCS
			common idioms, adages, and proverbs. c. **Use the relationship between particular words (e.g. synonyms, antonyms, homographs) to better understand each of the words.**		
	1.4 Know abstract, derived roots/affixes from Greek/Latin and use knowledge to analyze the meaning of complex words.	Language	4. Determine or clarify the meaning of unknown and multiple meaning words and phrases. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. **Use common, grade-appropriate Greek/Latin affixes and roots as clues to the meaning of a word.** c. 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.	Yes	4b
	1.5 Explain figurative/metaphorical words in context.	Language	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. **Interpret figurative language, including similes and metaphor, in context.** b. **Recognize and explain the meaning of common idioms, adages, and proverbs.** c. Use the relationship between particular words (e.g. synonyms, antonyms, homographs) to better understand each of the words.	Yes	5a and 5b Extends to adages and proverbs.
Comprehension	2.1 Understand how text features (format, graphics, sequence, diagrams, illustrations, charts, and maps) make information accessible and usable.	Reading: Informational Text	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.	Yes	More focus on demonstrating the ability to use information to locate an answer quickly. Addressed in grade 3 Reading 7.

English Language Arts, Grade 5

2

Domain Reading	CA ELA Standard	Core Strand:	Common Core Standard	Alignment?	Comments in reference to CCS
	2.2 Analyze text that is organized in sequential/chronological order.	Reading: Informational Text	5. Compare and contrast the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more text.	Yes	Extends to comparing two or more texts.
	2.3 Discern main ideas/concepts presented in texts, identifying/assessing evidence that supports those ideas.	Reading: Informational Text	2. Determine two or main ideas and how supported by details; summarize text.	Yes	Includes summarization.
	2.4 Draw inferences, conclusion, and generalizations about text and support them with textual evidence and prior knowledge.	Reading: Literature and Informational Text	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Yes	Does not refer to prior knowledge.
	2.5 Distinguish facts, supported inferences, and opinions in text.	Reading: Literature and Informational Text	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Partial	Does not explicitly call out facts and opinions.
Literary Response	3.1 Identify/analyze characteristics of poetry, drama, fiction, non-fiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.	Reading: Literature	5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Yes	More specific and explicit terms for each literary form.
	3.2 Identify the main problem/conflict of the plot and explain how it is resolved.	Reading: Literature	2. Determine theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text	Yes	
	3.3 Contrast actions/motive/ appearance of characters in work of	Reading: Literature	3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (how characters interact).	Partial	Does not connect character's actions and motives to theme/plot.

Domain Reading	CA ELA Standard	Core Strand:	Common Core Standard	Alignment?	Comments in reference to CCS
	fiction and discuss the importance of the contrasts to the theme/plot.				
	3.4 Understand theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in simple works.	Reading: Literature	2. Determine theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Yes	Includes poetry and summarization.
	3.5 Describe function/effect of literary devices (imagery, metaphor, symbolism).	Reading: Literature	4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Yes	
	3.6 Evaluate archetypal pattern/symbols found in myth and traditional literature from different eras/cultures.	Reading: Literature		Yes	4th grade Reading: Literature standard 9.
	3.7 Evaluate author's use of various techniques to influence reader.	Reading: Informational Text	8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which points.	Yes	

Analysis by Sacramento County Office of Education (format adapted from Monterey COE), June 2010

Domain Writing	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
Organization	1.1 Create multiple-paragraph narrative compositions: a. Establish/develop a situation or plot b. Describe the setting. c. Present an ending.	Writing	4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	Yes	Does not specifically reference "multiple paragraph or narrative composition. Also addressed in 5th grade Writing standard 3.
	1.2 Create multiple-paragraph expository compositions: a. Establish topic, important ideas or events in sequence or chronological order. b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought. c. Offer a concluding paragraph that summarizes important ideas and details. d.	Writing	4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").	Yes	Does not specify expository composition. Also addressed in 5th grade Writing standard 2.
	1.3 Use organizational features of printed text (citations, end notes, bibliographic references) to locate relevant information.			No	

Analysis by Sacramento County Office of Education (format adapted from Monterey COE), June 2010

Domain Writing	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
	1.4 Create simple documents with electronic media with organizational features.	Writing	6. With some guidance and support from adults, use technology, including the Internet, to produce and publish a minimum of two pages of writing (using keyboard) as well as to interact and collaborate with others.	Yes	Highlights specific number of pages.
	1.5 Use a thesaurus to identify alternative word choice/meanings.	Language	4. Determine or clarify the meaning of unknown and multiple –meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis **c. Consult reference materials (dictionaries, glossaries, thesauruses), both print and digital, to find pronunciation and determine or clarify the precise meaning of key words and phrases.**	Yes	4c Does not address word choice in writing. Word choice is addressed in 4th grade Language standard 3a.
	1.6 Edit/revise manuscripts to improve meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging works and sentences.	Language	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	Yes	3a Includes the whole writing process-does not identify specific editing and revising strategies.
		Writing	5. With some guidance and support from adults, develop and strengthen writing as needed by planning/, revising, editing, rewriting, or trying a new approach	Yes	3a Includes the whole writing process-does not identify specific editing and revising strategies.

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Domain Writing	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS

Applications	2.1 Write narratives
	  a. Establish plot, point of view, setting, and conflict.
	  b. Show, rather than tell, the events of the story.
		Writing	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
			  a. Orient reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
			  b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
			  c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
			  d. Use concrete words and phrases and sensory details to convey experiences and events precisely
			  e. Provide a conclusion that follows from the narrated experiences or events.
				Yes	

	2.2 Write response to literature
	  a. Demonstrate understanding of literary work.
	  b. Support judgments through references to the text and to prior knowledge.
	  c. Develop interpretations that exhibit careful reading and understanding.
		Writing	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
			  a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (headings), illustrations, and multimedia when useful to aiding comprehension
			  b. Develop topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
			  c. Link ideas within and across categories of information using words, phrases, and clauses (in contrast, especially)
			  d. Use precise language and domain-specific vocabulary to inform about or explain the topic
				Yes	Does not specifically call out "response to literature."
					
					Not specific with the writing form.

Domain Writing	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS

			e. Provide a concluding statement or section related to the information or explanation presented.
			
			9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
			   a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
			   b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
					9a

	2.3 Write research report about important ideas, issues, or events by using:
	  a. Frame question to direct investigation
	  b. Establish a controlling idea or topic
	  c. Develop topic with simple facts, details, examples, and explanations
		Writing	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
			  a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (headings), illustrations, and multimedia when useful to aiding comprehension.
			  b. Develop topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
			  c. Link ideas within and across categories of information using words, phrases, and clauses (in contrast, especially)
			  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
				Yes	Not specific with the writing form.

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Domain Writing	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
			e. Provide a concluding statement or section related to the information or explanation presented. 7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.		
	2.4 Write persuasive letters/compositions a. State clear position in support of a proposal b. Support position with relevant evidence c. Follow simple organizational pattern d. Address reader concerns	Writing	1. Write opinions pieces on topics or texts, supporting a point of view with reasons and information: a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose b. Provide logically ordered reasons that are supported by facts and details c. Link opinion and reasons using words, phrases, and clauses (consequently, specifically) d. Provide a concluding statement or section related to the opinion presented.	Yes	Extends to linking of opinions and concluding statement. Does not include addressing reader concerns.

Domain Conventions	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
Sentence structure	1.1 Identify and correctly use prepositional phrases, appositives, independent/dependent clauses, use transitions/conjunctions to connect ideas.	Language	1. Demonstrate command of the conventions of grammar and usage when writing or speaking. **a. Explain the function of conjunction, prepositions, and interjections in general and their function in particular sentences.** b. Form and use the perfect (I had walked; I have walked; I will have walked) verb aspects. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions.	Partial	1a Includes perfect verb aspects, verb tense and aspect to convey various times, and shifts in verb tense and aspect. Does not address appositives, independent/ dependent clauses, and use of transitions. CCS 6 emphasizes general academic and

Domain Conventions	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
			6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).		domain-specific words and phrases.
Grammar	1.2 Correctly use verbs that are often misused (lie/lay, sit/set, rise, raise), modifiers, and pronouns.	Language		Yes	Found in 2nd grade Core Language standard 1d.

Punctuation	1.3 Use colon to separate hours/minutes, into list; use quotation marks around exact words of speaker; title of poems, songs, and short stories.	Language	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
			   a. Use punctuation to separate items in a series.*
			   b. Use a comma to separate an introductory element from the rest of the sentence.
			   c. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate titles of works.
			   d. Use underlining, quotation marks, or italics to indicate titles of works.
			   e. Spell grade-appropriate words correctly, consulting references as needed.
				Partial	2d
					Does not address using colon.

Capitalization	1.4 Use correct capitalization.	Language	**2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
			   a. Use punctuation to separate items in a series.*
			   b. Use a comma to separate an introductory element from the rest of the sentence.
			   c. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate titles of works.
				Yes	Only stated in introduction of standard 2.
					
					Addressed in 4th grade Language standard.

Domain Conventions	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
			d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.		

Spelling	1.5 Spell roots, suffixes, prefixes, and contractions, syllable construction.	Language	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
			  a. Use punctuation to separate items in a series.*
			  b. Use a comma to separate an introductory element from the rest of the sentence.
			  c. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate titles of works.
			  d. Use underlining, quotation marks, or italics to indicate titles of works.2e-Spell grade-appropriate words correctly, consulting references as needed.
			  e. Spell grade-appropriate words correctly, consulting references as needed.
				Partial	2e
					Does not highlight specific spelling patterns or generalizations.

Domain Listening Speaking	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS

Comprehension	1.1 Ask questions to seek information not already discussed.	Speaking and Listening	1. Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
			  a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
			  b. Follow agreed-upon rules for discussions and carry out assigned roles.
			  c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others from the discussions.
			  d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
				Yes	1c

	1.2 Interpret speaker's verbal/non verbal messages.	Speaking and Listening	1. Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
			  a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
			  b. Follow agreed-upon rules for discussions and carry out assigned roles.
			  c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others from the discussions.
			  d. Review the key ideas expressed and draw conclusions in light of information
				Yes	1d

Domain Listening Speaking	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
			and knowledge gained from the discussions.		

	1.3. Make inferences or draw conclusions based on an oral report.	Speaking and Listening	1. Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
			  a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
			  b. Follow agreed-upon rules for discussions and carry out assigned roles.
			  c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others from the discussions.
			  d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
				Partial	1d
					Does not refer to making inferences.

Organization	1.4 Select focus, organizational structure, and point of view for an oral presentation.	Speaking and Listening	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.	Yes	Explicit with elements within focus and organization.
	1.5 Clarify and support ideas with evidence and examples.	Speaking and Listening	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.	Yes	
	1.6 Engage audience with verbal cues/facial expressions/gestures.	Speaking and Listening	6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	Implied	

Domain Listening Speaking	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
Analysis	1.7 Identify, analyze, and critique persuasive techniques (promises, dares, flattery, glittering generalities; identify logical fallacies used in oral presentations and media messages.			No	
	1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.	Speaking and Listening	5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Partial	Does not emphasize analysis of multimedia components.
Speaking	2.1 Deliver narrative presentations: a. Establish situation, plot, point of view, and setting with descriptive words. b. Show, rather than tell, the listener what happens.	Speaking and Listening	6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	Implied	Organization of presentation is addressed in grade 5 Writing standard 3.
	2.2 Deliver information presentations: a. Frame questions to direct investigations. b. Establish controlling idea/topic. c. Develop topic with simple facts, details, examples, and explanations.	Speaking and Listening	6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	Implied	Organization of presentation is addressed in grade 5 Writing standard 2.

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Domain Listening Speaking	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
	2.3 Deliver oral response to literature: a. Summarize significant events/details. b. Articulate understanding of several ideas or images communicated by the literary work. c. Use examples or textual evidence from the work to support conclusions.	Speaking and Listening	6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	Implied	Organization of presentation is addressed in grade 5 Writing standard 2.

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Common Core Standards not found in 5th Grade CA ELA Standards

Core Strand	Common Core Standard	Found in CA ELA Standards
Reading: Literature	6. Describe how a narrator or speaker's point of view influences how events are described.	
Reading: Literature	7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.	
Reading: Literature	9. Compare and contrast stories in the same genre on their approaches to similar themes and topics.	Grade 4 Reading 3.4.
Reading: Informational Text	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.	
Reading: Informational Text	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.	
Reading: Informational Text	6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	
Reading: Informational Text	9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeable.	
Reading: Foundational Skills	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.	Grade 3-Reading 1.1 and 1.2.
Writing	8. Recall relevant information from experience or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	
Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

Speaking and Listening	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
	  a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
	  b. Follow agreed-upon rules for discussions and carry out assigned roles.	

Core Strand	Common Core Standard	Found in CA ELA Standards
Speaking and Listening	2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
Speaking and Listening	3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Grade 4-Writing 2.4 and Listening and Speaking 1.2.
Language	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 　a. Use punctuation to separate items in a series.* 　b. Use a comma to separate an introductory element from the rest of the sentence. 　c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	Grade 2- Writing 1.4 Grade 3- Writing 1.6

CA Standards not found in 5th grade Common Core Standards

Domain	CA Standards	Comments in reference to CCS
Writing	1.3 Use organizational features of printed text (citations, end notes, bibliographic references) to locate relevant information.	
Listening and Speaking	1.7 Identify, analyze, and critique persuasive techniques (promises, dares, flattery, glittering generalities; identify logical fallacies used in oral presentations and media messages.	

Analysis of California *ELA Standards* to *Common Core Standards - 6th Grade*

Domain: Reading	CA ELA Standard	Core Strand: Language	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development	1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	Literature and Informational Text	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.	Partial	Does not specifically address elements of fluency.
	1.2 Identify and interpret figurative language and words with multiple meanings.	Language	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*). c. 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. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	Yes	

Domain: Reading	CA ELA Standard	Core Strand: Language	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
			c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).		
	1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.	Language		No	CCS does not mention frequently used foreign words.
	1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.	Language	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*). c. 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. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Yes	
		H/SS Literacy	4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.		CCS integrates Vocabulary Standards across H/SS and Science/Technical subjects.

Domain: Reading	CA ELA Standard	Core Strand: Language	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
		S/T Literacy	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*.		
	1.5 Understand and explain "shades of meaning" in related words (e.g., *softly* and *quietly*).	Language	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*). **c. 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.** d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. **c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).**	Yes	

Domain: Reading Comprehension (Informational Materials)	CA ELA Standard	Core Strand: Informational Text	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
2.0 Reading Comprehension	2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.	Reading Informational Text	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.	Yes	
	2.2 Analyze text that uses the compare-and-contrast organizational pattern.	Reading Informational Text Literacy in H/SS S/T		Yes	Grade 5 Reading Informational Text: 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.
	2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.	Reading Informational Text Reading Informational Text H/SS Reading Informational Text S/T	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. 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. 2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	Yes	

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Domain: Reading Comprehension (Informational Materials)	CA ELA Standard	Core Strand: Informational Text	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
	2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.	Reading Informational Text	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.	Partial	Notes/outlines are not mentioned in CCS.
	2.5 Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).	Reading Informational Text S/T Reading Informational Text H/SS	3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. 3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	Partial	Does not specify multiple-step instructions for preparing applications. Uses "performing technical tasks."
	2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.	Reading Informational Text H/SS Literacy S/T Literacy	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. 6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). 8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	Yes	CCS references claims, author's point of view and facts.
	2.7 Make reasonable assertions about a text through accurate, supporting citations.	Reading Informational Text H/SS Literacy S/T Literacy	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 1. Cite specific textual evidence to support analysis of primary and secondary sources. 6. Cite specific textual evidence to support analysis of science and technical texts.	Yes	

Domain: Reading Comprehension (Informational Materials)	CA ELA Standard	Core Strand: Informational Text	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
	2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.	Reading Information Text	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.	Yes	
		H/SS Literacy	6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).		

Domain: Literary Response and Analysis	CA ELA Standard	Core Strand: Literature	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
3.0 Literary Response and Analysis	3.1 Identify the forms of fiction and describe the major characteristics of each form.	Literature	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.	Yes	
	3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.	Literature	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.	Yes	CCS describes response or changes in character.
	3.3 Analyze the influence of setting on the problem and its resolution.	Literature	7th 3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	Yes	CCS emphasizes setting in CCS 7th grade. Literature standard 3.
	3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.	Literature	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.	Yes	

Domain: Literary Response and Analysis	CA ELA Standard	Core Strand: Literature	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
	3.5 Identify the speaker and recognize the difference between first- and third-person narration (e.g., autobiography compared with biography).	Literature	6. Explain how an author develops the point of view of the narrator or speaker in a text.	Partial	Does not specify recognizing difference in point of view.
	3.6 Identify and analyze features of themes conveyed through characters, actions, and images.	Literature	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.	Yes	
	3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.	Literature	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.	Yes	California standards specify fictional and nonfictional texts.
	3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).	Literature	9. 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.	Yes	This standard is represented in 7th grade CCS literature standard #9.

Domain: Writing Strategies	CA ELA Standard	Core Strand: Writing	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
1.0 Writing Strategies	1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.	Writing	4. Produce clear/ coherent writing; organization and style appropriate to task, purpose and audience.	Yes	
	1.2 Create multiple-paragraph expository compositions: a. Engage the interest of the reader and state a clear purpose. b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader. c. Conclude with a detailed summary linked to the purpose of the composition.	Writing	2. Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.	Yes	Writing standards appear in CCS H/SS and S/T as well. CCS expands that writing application to include transitions, style.
	1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by	Writing	2. Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as	Yes	

Domain: Writing Strategies	CA ELA Standard	Core Strand: Writing	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
	categories; and arrangement by spatial order, order of importance, or climactic order.		definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.		
	1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.	Writing	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.	Partial	CCS adds credibility of sources.
	1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).	Writing	6. 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 three pages in a single sitting.	Yes	CCS includes keyboarding skills.
	1.6 Revise writing to improve the organization and consistency of ideas	Writing	5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying	Yes	

Domain: Writing Strategies	CA ELA Standard	Core Strand: Writing	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
	within and between paragraphs.		a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52 CCS.)		
2.0 Writing Applications	2.1 Write narratives: a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories. b. Include sensory details and concrete language to develop plot and character. c. Use a range of narrative devices (e.g., dialogue, suspense).	Writing	3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.	Yes	
	2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution): a. State the thesis or purpose. b. Explain the situation. c. Follow an organizational pattern appropriate to the type of composition. d. Offer persuasive evidence to validate arguments and conclusions as needed.	Writing	2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts.	Yes	Thesis statement appears in California standards.

Domain: Writing Strategies	CA ELA Standard	Core Strand: Writing	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
			d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.		
	2.3 Write research reports: a. Pose relevant questions with a scope narrow enough to be thoroughly covered. b. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches). c. Include a bibliography.	Writing	7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. 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.	Yes	
	2.4 Write responses to literature: a. Develop an interpretation exhibiting careful reading, understanding, and insight. b. Organize the interpretation around several clear ideas, premises, or images. c. Develop and justify the interpretation through sustained use of examples and textual evidence.	Writing	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. 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").	Yes	

Domain: Writing Strategies	CA ELA Standard	Core Strand: Writing	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
	2.5 Write persuasive compositions: a. State a clear position on a proposition or proposal. b. Support the position with organized and relevant evidence. c. Anticipate and address reader concerns and counterarguments.	Writing	1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.	Yes	

Domain: Written/Oral Language Conventions	CA ELA Standard	Core Strand: Language	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
Sentence Structure	1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.	Language	7th 1b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	Yes	
	1.2 Use parallelism.	Language	9/10th 1a. Use parallel structure.*	Yes	
	1.3 Use subordination, coordination, apposition to show relationships.	Language	7th 1b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	Yes	
Grammar	1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses;	Language	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive).	Yes	Indefinite pronouns in grade 1; Perfect tense introduced in 3rd grade; Noun-verb agreement with

Domain: Written/Oral Language Conventions	CA ELA Standard	Core Strand: Language	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
	ensure that verbs agree with compound subjects.		b. Use intensive pronouns (e.g., *myself, ourselves*). c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*		compound subjects not evident in CCS.
Punctuation/ Capitalization	1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences. 1.4 Use correct capitalization.	Language	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements.*	Yes	Use of colons/semicolons appears in CCS at 9th grade: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation.
Spelling	1.5 Spell frequently misspelled words correctly (e.g., *their, they're, there*).	Language	2b. Spell correctly.	Yes	

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Domain: Listening/Speaking	CA ELA Standard	Core Strand: Speaking and Listening	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
Comprehension	1.1 Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture).	Speaking and Listening		No	
	1.2 Identify the tone, mood, and emotion conveyed in the oral communication.	Speaking and Listening		No	
	1.3 Restate and execute multiple-step oral instructions and directions.	Literacy in H/SS and S/T	H/SS 3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). S/T 3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	Partial	California standards place this standard in listening and speaking, while CCS places it in content area literacy.
Organization	1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.	Speaking and Listening	4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Yes	
	1.5 Emphasize salient points to assist the listener in following the main ideas and concepts.	Speaking and Listening	4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Yes	
	1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology.	Speaking and Listening	5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Yes	
	1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.	Speaking and Listening	4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Partial	CCS focuses on precision of speech, not the nonverbal communication.

Domain: Listening/Speaking	CA ELA Standard	Core Strand: Speaking and Listening	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
	1.7 Use audience feedback a. Reconsider organizational structure b. Rearrange words/sentences			No	Not evident in the CCS standard.
Analysis	1.8 Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns, use of onomatopoeia) for intent and effect.	Speaking and Listening		No	Clarity in speech, not prosody, is the emphasis of the CCS standard.
	1.9 Identify persuasive and propaganda techniques used in television and identify false and misleading information.	Speaking and Listening		No	
Application	2.1 Deliver narrative presentations: a. Establish a context, plot, and point of view. b. Include sensory details and concrete language to develop the plot and character. c. Use a range of narrative devices (e.g., dialogue, tension, or suspense).	Speaking and Listening	4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Partial	Does not specify narrative structure.
	2.2 Deliver informative presentations: a. Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered. b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information).	Speaking and Listening	4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Partial	The CAS is more detailed and specific than the CCS.

Domain: Listening/Speaking	CA ELA Standard	Core Strand: Speaking and Listening	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
	2.3 Deliver oral responses to literature: a. Develop an interpretation exhibiting careful reading, understanding, and insight. b. Organize the selected interpretation around several clear ideas, premises, or images. c. Develop and justify the selected interpretation through sustained use of examples and textual evidence.	Speaking and Listening	4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Partial	The CAS is more detailed and specific than the CCS.
	2.4 Deliver persuasive presentations: a. Provide a clear statement of the position. b. Include relevant evidence. c. Offer a logical sequence of information. d. Engage the listener and foster acceptance of the proposition or proposal.	Speaking and Listening	4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Partial	The CAS is more detailed and specific than the CCS.
	2.5 Deliver presentations on problems and solutions: a. Theorize on the causes and effects of each problem and establish connections between the defined problem and at least one solution. B. Offer persuasive evidence to validate the definition of the problem and the proposed solutions.	Speaking and Listening	4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Partial	The CAS is more detailed and specific than the CCS.

Common Core Standards not found in Grade 6 CA ELA standards

Core Strand	Common Core Standard	Found in CA ELA Standards
Literature-Key Ideas & Details	1. Cite wide range of evidence thru text to support analysis of explicitly stated and implicitly stated	CA 5th grade Reading Comprehension standard 2.4: Draw inferences, conclusions, generalizations about text and support them with textual evidence and prior knowledge.
Literature-Key Ideas & Details	2. Analyze reoccurring events that contribute to theme development	Not found in 6th grade ELA standards.
Literature-Craft & Structure	6. Explain how perspectives of characters and audience produce suspense or humor	Not found in 6th grade ELA standards.
Literature-Integration of Knowledge	7. Analyze live/filmed production stays faithful or departs from script/text	Not found in 6th grade ELA standards.
Informational-Integration of Knowledge	7. Evaluate pos/neg of using different media to present topic	Not found in 6th grade ELA standards.
Informational-Integration of Knowledge	9. Compare how 2 or more authors shape their presentation of key info by emphasizing different evidence	CA 4th grade standard Reading Comprehension 2.5: Compare and contrast information on the same topic after reading several passages or articles.
Writing-Text types	1. Write arguments c. Use words to make clear relationships d. Sustain objective style e. Provide concluding statement	CA 6th grade Writing Application Standard 2.5c: anticipate and address reader concerns and counterarguments.
Speaking-Comprehension	1. Initiate/engage in group discussions a. Prep for discussion b. Cooperate with peers c. Advance discussion by asking questions, etc. d. Listen for range of positions on issues e. Justify own thinking after listening to others	Not found in 6th grade ELA standards.
Language-Vocabulary	5b. Distinguish word from other words with similar denotations but different connotations	CA 9th grade standard.

California Standards not found in 6th grade Common Core Standards

CA Strand	CA 6th Grade ELA Standard	Comments
Vocabulary	1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.	Not found in CCS Standards.
Reading Comprehension	2.5 Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).	Not found in CCS Standards.
Writing Applications	2.2 A State the thesis or problem.	Reference to thesis statements not found in CCS.
Listening and Speaking	1.1 Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture).	Not found in CCS Standards.
Listening and Speaking	1.2 Identify the tone, mood, and emotion conveyed in the oral communication.	Not found in CCS Standards.
Listening and Speaking	1.7 Use audience feedback a. Reconsider organizational structure b. Rearrange words/sentences	Not found in CCS Standards.
Listening and Speaking	1.8 Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns, use of onomatopoeia) for intent and effect.	Not found in CCS Standards.
Listening and Speaking	1.9 Identify persuasive and propaganda techniques used in television and identify false and misleading information.	Not found in CCS Standards.

Analysis of California ELA Standards to Common Core Standards - 7th Grade

Domain: Reading	CA ELA Standard	Core Strand: Language	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development	1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry.	Vocabulary	5. **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
			  a. **Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.**
			  b. **Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.**
			  c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).
				Yes	Metaphor/similes are introduced in 3rd grade.
					
					CCS provides skills practice in subsequent grades.

	1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.	Vocabulary	4. **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.**
			  a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
			  b. **Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).**
			  c. 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.
			  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
				Yes	

Domain: Reading	CA ELA Standard	Core Strand: Language	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
	1.3 Clarify word meanings through the use of definition, example, restatement, or contrast.	Vocabulary History/Social Science and Science Craft and Structure	**4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.** **a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.** b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*). **c. 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.** **d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).**	Yes	CCS offers strategies to determine word meaning. Standard 4 runs through all 6-8 strands, including H/SS and S/T. 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*.

Domain: Reading Comprehension (Informational Materials)	CA ELA Standard	Core Strand: Informational Text	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
2.0 Reading Comprehension	2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).	Reading Informational Text	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.	Partial	CCS promotes reading various categories of informational text. Does not highlight analysis of differences in structure and purpose.
	2.2 Locate information by using a variety of consumer, workplace, and public documents.	Reading Informational Text	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.	Yes	CCS reference digital sources.
	2.3 Analyze text that uses the cause-and-effect organizational pattern.	Reading Informational Text	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).	Yes	CCS and CA introduce cause and effect organizational pattern in previous grades reading standards: CCS 5th 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. CA 4th 2.6 Distinguish between cause and effect and fact and opinion in expository text.

Domain: Reading Comprehension (Informational Materials)	CA ELA Standard	Core Strand: Informational Text	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
	2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.	Reading Informational Text	2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. 6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	Yes	
	2.5 Understand and explain the use of a simple mechanical device by following technical directions.	Speaking and Listening		Partial	This standard is reflected in H/SS and S/T #3, in which students must be able to follow directions to describe a process. CCS requires presentations with claims and findings.
	2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.	Reading Informational Text	8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	Yes	

Domain: Literary Response and Analysis	CA ELA Standard	Core Strand: Literature	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
3.0 Literary Response and Analysis	3.1 Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).	Literature		Yes	CCS do not require a comparison of different forms of prose.
	3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).	Literature	3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	Yes	
	3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.	Literature	6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Yes	
	3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).	Literature	2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Yes	CCS requires individual texts be analyzed, whereas CAS requires students do this across texts.
	3.5 Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.	Literature	6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Yes	
	3.6 Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses.	Literature		No	CCS does not require students to analyze how literary elements in a work shaped responses to the work.

Domain: Writing Strategies	CA ELA Standard	Core Strand: Writing	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
Organization and Focus	1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.	Writing- Text Type and Purposes Production	**2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.** d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. **3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.** a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Yes	CCS discuss process and on-demand writing. CCS includes expository writing standards while CAS specifies them in grade 6.

Domain: Writing Strategies	CA ELA Standard	Core Strand: Writing	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
			b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.** d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
	1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.	Writing	**1. Write arguments to support claims with clear reasons and relevant evidence.** **a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.** **b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.** c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	Yes	CCS #8 extends the standard to include credibility of the source.

English Language Arts, Grade 7   7

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Domain: Writing Strategies	CA ELA Standard	Core Strand: Writing	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
			b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.** d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
	1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.	Writing	**1. Write arguments to support claims with clear reasons and relevant evidence.** **a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.** **b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.** c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	Yes	CCS #8 extends the standard to include credibility of the source.

English Language Arts, Grade 7   7

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Domain: Writing Strategies	CA ELA Standard	Core Strand: Writing	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
			2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. **b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.** c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.		
	1.3 Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts.	Writing		Yes	The same standard is evident in CCS H/SS and S/T standard #9: Draw evidence from informational texts to support analysis, reflection, and research.
Research and Technology	1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.	HSS/ Science Writing	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Yes	

Domain: Writing Strategies	CA ELA Standard	Core Strand: Writing	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
	1.5 Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.	Writing Research to Build and Present Knowledge	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.	Yes	Similar CCS standard for H/SS and S/T.
	1.6 Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.	Writing-Production and Distribution of Writing	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.	Yes	The same standard is evident in H/SS and S/T.
Evaluation and Revision	1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.	Writing-Production and Distribution of Writing	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, focusing on how well purpose and audience have been addressed.	Yes	The same standard is evident in H/SS and S/T.
2.0 Writing Applications	2.1 Write fictional or autobiographical narratives: a. Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view. b. Develop complex major and minor characters and a definite setting. c. Use a range of appropriate strategies (e.g., dialogue; suspense; naming of	Writing-Text Types	3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Yes	The 5 applications in CA (narratives, response to literature, research reports, persuasive compositions, summaries) can be found within the 3 types of writing in the CCS, with the exception of expository compositions. CCS has 3 general categories (arguments to support specific claims,

Domain: Writing Strategies	CA ELA Standard	Core Strand: Writing	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
	specific narrative action, including movement, gestures, and expressions).		d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.		expository compositions, and narratives), and summaries are found in informational and literature standards, and reports are found in H/SS and S/T.
	2.2 Write responses to literature: a. Develop interpretations exhibiting careful reading, understanding, and insight. b. Organize interpretations around several clear ideas, premises, or images from the literary work. c. Justify interpretations through sustained use of examples and textual evidence.	Writing-Research	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. 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"). b. 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").	Yes	
	2.3 Write research reports: a. Pose relevant and tightly drawn questions about the topic. b. Convey clear and accurate perspectives on the subject. c. Include evidence compiled through the formal research process (e.g., use of a card catalog, *Reader's Guide to Periodical Literature*, a computer catalog, magazines, newspapers, dictionaries).	Writing-Research	7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	Yes	H/SS S/T # 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.

Analysis by Sacramento County Office of Education (format adapted from Monterey COE), June 20

Domain: Writing Strategies	CA ELA Standard	Core Strand: Writing	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
	d. Document reference sources by means of footnotes and a bibliography.				
	2.4 Write persuasive compositions: a. State a clear position or perspective in support of a proposition or proposal. b. Describe the points in support of the proposition, employing well-articulated evidence. c. Anticipate and address reader concerns and counterarguments.	Writing-Text Types and Purposes	1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	Yes	H/SS S/T: #1. Write arguments focused on *discipline-specific content*. a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

Analysis by Sacramento County Office of Education (format adapted from Monterey COE), June 20

Domain: Writing Strategies	CA ELA Standard	Core Strand: Writing	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
					d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
	2.5 Write summaries of reading materials: a. Include the main ideas and most significant details. b. Use the student's own words, except for quotations. c. Reflect underlying meaning, not just the superficial details.	Writing Reading Informational Text Reading Literature	2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. 2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Yes	The inference may be made that these summaries could be written.

Domain: Written/ Oral Language Conventions	CA ELA Standard	Core Strand: Language	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
Sentence structure	1.1 Place modifiers properly and use the active voice.	Language Conventions	**1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. **c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.***	Yes	CCS includes 5 convention standards but references as multi-grade standards (as indicated by an asterisk), while CAS include 7.
Grammar	1.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents.	Language Conventions		Yes	CCS 8th grade standard.
	1.3 Identify all parts of speech and types and structure of sentences.	Language Conventions	**1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** **a. Explain the function of phrases and clauses in general and their function in specific sentences.** **b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.** c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	Yes	Multi-year standard.
	1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of		2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Yes	Multi-year standard.

Domain: Written/ Oral Language Conventions	CA ELA Standard	Core Strand: Language	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
	dependent clauses) and appropriate English usage (e.g., pronoun reference).				
Punctuation/Ca pitalization	1.5 Identify hyphens, dashes, brackets, and semicolons and use them correctly. 1.5 Use correct capitalization.	Language-Conventions	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).	Yes	Multi-year standard.
Spelling	1.7 Spell derivatives correctly by applying the spellings of bases and affixes.	Language-Conventions	2b. Spell correctly	Yes	Multi-year standard.

Domain: Listening/Speaking	CA ELA Standard	Core Strand: Speaking and Listening	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
Comprehension	1.1 Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.	Comprehension and Collaboration	3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	Partial	Doesn't specifically ask the student to ask questions of the speaker.
	1.2 Determine the speaker's attitude toward the subject.			No	

	1.3 Respond to persuasive messages with questions, challenges, or affirmations.	Comprehension and Collaboration	**1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 7 topics, texts, and issues,* building on others' ideas and expressing their own clearly.**
			  a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
			  b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
			  c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
			  d. Acknowledge new information expressed by others and, when warranted, modify their own views.
				Yes	

Organization	1.4 Organize information to achieve particular purposes and to appeal to the background and interests of the audience.	Presentation of Knowledge and Ideas	6. Adapt speech to variety of contexts and communicative tasks.	Yes	

Domain: Listening/Speaking	CA ELA Standard	Core Strand: Speaking and Listening	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
	1.5 Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.	Presentation of Knowledge and Ideas	4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	Yes	
	1.6 Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.	Presentation of Knowledge and Ideas	6. Adapt speech to variety of contexts and communicative tasks.	Partial	CCS specifies clarity and accuracy in speaking; CA includes more specificity
Analysis	1.7 Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.	Speaking-Presentation	3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	Partial	CCS does not specify that the student provide feedback to the speaker, although it is implied in the standard.
	1.8 Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied.	Comprehension and Collaboration	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.	Partial	CCS identifies electronic journalism.
Application	2.1 Deliver narrative presentations: a. Establish a context, standard plot line (having a beginning, conflict, rising action, climax, and denouement), and point of view. b. Describe complex major and	Comprehension and Collaboration	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 7 topics, texts, and issues,* building on others' ideas and expressing their own clearly.	Yes	Each of the following speech types builds from the writing standards in both CCS and CAS. However, the CCS are explicit regarding expository presentations whereas CAS refer

Domain: Listening/Speaking	CA ELA Standard	Core Strand: Speaking and Listening	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
	minor characters and a definite setting. c. Use a range of appropriate strategies, including dialogue, suspense, and naming of specific narrative action (e.g., movement, gestures, expressions).				to research and persuasive genres only.
	2.2 Deliver oral summaries of articles and books: a. Include the main ideas of the event or article and the most significant details. b. Use the student's own words, except for material quoted from sources. c. Convey a comprehensive understanding of sources, not just superficial details.	Comprehension and Collaboration	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 7 topics, texts, and issues,* building on others' ideas and expressing their own clearly.	Partial	CAS requires oral summaries, CCS focuses on collaborative discussions.
	2.3 Deliver research presentations: a. Pose relevant and concise questions about the topic. b. Convey clear and accurate perspectives on the subject. c. Include evidence generated through the formal research process (e.g., use of a card catalog, *Reader's Guide to Periodical Literature,* computer databases, magazines, news-papers,	Comprehension and Collaboration	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 7 topics, texts, and issues,* building on others' ideas and expressing their own clearly.	Yes	

Domain: Listening/Speaking	CA ELA Standard	Core Strand: Speaking and Listening	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
	dictionaries). d. Cite reference sources appropriately.				
	2.4 Deliver persuasive presentations: a. State a clear position or perspective in support of an argument or proposal. b. Describe the points in support of the argument and employ well-articulated evidence.	Comprehension and Collaboration	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 7 topics, texts, and issues,* building on others' ideas and expressing their own clearly.	Yes	

Common Core Standards not found in Grade 7 CA ELA standards

Core Strand	Common Core Standard	Found in CA ELA Standards
Literature-Key Ideas & Details Informational-Key Ideas & Details	1. Cite wide range of evidence thru text to support analysis of explicitly stated and implicitly stated 1. Cite range of evidence thru text to support analysis.	CA 5th grade Reading Comprehension standard 2.4: Draw inferences, conclusions, generalizations about text and support them with textual evidence and prior knowledge.
Literature-Integration of Knowledge	7. Analyze live/filmed production stays faithful or departs from script/text.	
Informational-Integration of Knowledge	7. Evaluate pos/neg of using different media to present topic	
Informational-Integration of Knowledge	9. Compare 2 or more authors shape their presentation of key info by emphasizing diff evidence	CA 4th grade standard Reading Comprehension 2.5: Compare and contrast information on the same topic after reading several passages or articles.
Writing-Arguments	c. Use words to make clear relationships d. Sustain objective style e. Provide concluding statement	Common Core standards not found in 7th grade CA ELA standards.
Writing-Text types	2. Write informative a. Intro/establish topics b. Develop topic c. Use varied links/sentence structure d. Use precise language e. Provide conclusion	CA 6th grade Writing Application standard 2.2: Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution): a. state the thesis or purpose. b. Explain the situation. c. Follow an organizational pattern. d. Offer persuasive evidence to validate arguments and conclusions as needed.
Speaking-Comprehension	a. Prep for discussion b. Cooperate with peers d. Listen for range of positions on issues e. Justify own thinking after listening to others	Common Core standards not found in 7th grade CA ELA standards.
Language-Vocabulary	5b. Distinguish word from other words with similar denotations but different connotations	CA 9th grade standard.

California Standards not included in the Common Core Standards

CA ELA 7th Standard Literary Response and Analysis Writing Applications Listening and Speaking	Comments related to the Common Core Standards
Literary Response and Analysis 3.6 Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses.	Not found in CCS 7th grade ELA standards.
Literary Response and Analysis 3.1 Articulate the expressed purposes and characteristics of different forms of prose (short story, novel, novella, essay).	
Writing Applications CA 7th grade Writing Application Standard 2c. Anticipate and address reader concerns and counterarguments.	Not found in CCS 7th grade ELA standards.
Listening and Speaking 1.2 Determine the speaker's attitude toward the subject.	Not found in CCS 7th grade ELA standards.

Analysis of *California ELA* standards to *Common Core* standards-8th grade

Domain Reading	CA ELA Standard	Core Strand	Common Core Standards (CCS)	Alignment?	Comments in reference to CCS

1.0 Vocabulary	1.1 Analyze idioms, analogies, metaphors, similes to infer literal and figurative meaning of phrases.	Language	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
			   a. Interpret figures of speech (e.g. verbal irony, puns) in context.
			   b. Use the relationship between particular words to better understand each of the words.
			   c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute***).**
			
			4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
			   a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
			   b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).
			   c. 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.
			   d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
				Yes	No mention of idiom, analogy, metaphor, simile

Domain Reading	CA ELA Standard	Core Strand	Common Core Standards (CCS)	Alignment?	Comments in reference to CCS
	1.2 Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.	Language	4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).** c. 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. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Yes	
	1.3 Use word meanings in the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.	Language	4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find	Yes	CCS #4 determines word meaning using variety of strategies.

Domain Reading	CA ELA Standard	Core Strand	Common Core Standards (CCS)	Alignment?	Comments in reference to CCS
			the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		
2.0 Reading Comprehension	2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).	Reading: Informational Text	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. 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. 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.	Partial	CCS do not specify "consumer" materials. Other standards in the Informational Text strand include analyzing features and elements to gain understanding.
	2.2 Analyze text that uses proposition and support patterns.	Reading: Informational Text	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. 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. **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.**	Yes	

English Language Arts, Grade 8   3

Domain Reading	CA ELA Standard	Core Strand	Common Core Standards (CCS)	Alignment?	Comments in reference to CCS
	2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.	Reading: Informational Text	3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). 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. **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.**	Yes	CCS do not specifically mention similarities.
	2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.	Reading: Informational Text	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.	Yes	CA standard 2.4 extends to student creation vs. analysis of someone else's summary
	2.5 Understand and explain use of a complex mechanical device by following technical directions.	Reading: Literacy in H/SS S/TS	H/SS Literacy 3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). S/ST Literacy 3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	Yes	
	2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.	Reading: Literacy in S/TS	S/TS Literacy 6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	Yes	

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Domain Reading	CA ELA Standard	Core Strand	Common Core Standards (CCS)	Alignment?	Comments in reference to CCS
	2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.	Reading: Informational Text	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. 3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). 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. 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.	Yes	CCS 9 extends CA standard 2.7
3.0 Literary Response and Analysis	3.1 Determine and articulate the relationship between purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).	Reading: Literature	Grade 7 5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	Yes	Analysis of poetry forms takes place in grade 7.
	3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.	Reading: Literature	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.	Yes	"Plot" specifically mentioned in CCS at 6th & 7th grades.

English Language Arts, Grade 8   5

Domain Reading	CA ELA Standard	Core Strand	Common Core Standards (CCS)	Alignment?	Comments in reference to CCS
	3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.	Reading: Literature	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.	Partial	CCS compare characters of the same historical period.
	3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, meaning of the text.	Reading: Literature	Grade 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. Grade 7 3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	Yes	Setting mentioned in CCS 6th and 7th grades.
	3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.	Reading: Literature	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.	Yes	CCS do not include the aspect of "recurring" themes across "traditional and contemporary" works. However, "themes" are essentially universal and occur across variety of works
	3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.	Reading: Literature	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. 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.	Partial	CCS do not specifically highlight metaphor, symbolism, dialect, etc. however, similar content is included in standards #6, 11 and 12.

English Language Arts, Grade 8   6

Domain Reading	CA ELA Standard	Core Strand	Common Core Standards (CCS)	Alignment?	Comments in reference to CCS
	3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of author (Biographical approach).	Reading: Literacy in H/SS	H/SS Literacy 6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	Partial	CCS do not specifically include "attitudes and beliefs of author."

Domain Writing	CA ELA Standard	Core Strand	Common Core Standards (CCS)	Alignment?	Comments in reference to CCS
1.0 Writing Strategies	1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.	Writing	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.)	Yes	CCS extend in some areas: #8 Extends to credibility and avoid plagiarism CCS #5 Extends to peer editing and new approaches CCS #6 Produce a minimum of 5 pages, includes interacting and collaborating with others CCS #10 Write routinely over extended and shorter time frames CCS do not address writer's style
	1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	Writing	2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. **c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.** d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	Yes	

Domain Writing	CA ELA Standard	Core Strand	Common Core Standards (CCS)	Alignment?	Comments in reference to CCS

			Grade 9/10 Language
			1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
			   a. Use parallel structure.*
			   b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.		

	1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.	Writing	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.	Partial	CCS do not include the term "thesis."
	1.4 Plan and conduct multiple-step information searches by using computer networks and modems.	Writing	H/SS S/TS Writing (essentially same wording as CC ELA standards) 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. 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. 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.	Partial	

Domain Writing	CA ELA Standard	Core Strand	Common Core Standards (CCS)	Alignment?	Comments in reference to CCS
			2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. a. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. b. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. c. Use precise language and domain-specific vocabulary to inform about or explain the topic. d. Establish and maintain a formal style and objective tone. e. Provide a concluding statement or section that follows from and supports the information or explanation presented.		
	1.5 Achieve balance between research information and original ideas.	Writing	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.	Partial	CCS do not incorporate the term "balance" of research and original ideas.
	1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.	Writing	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, focusing on how well purpose and audience have been addressed.	Yes	

Analysis by Sacramento County Office of Education (format adapted from Monterey COE), June 2010

Domain Writing	CA ELA Standard	Core Strand	Common Core Standards (CCS)	Alignment?	Comments in reference to CCS
2.0 Writing Applications	2.1 Write biographies, autobiographies, short stories or narratives: a. Relate a clear, coherent incident, event or situation by using well-chosen details. b. Reveal the significance of, or the writer's attitude about, the subject. c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).	Writing	3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	Yes	CCS do not include "significance of writer's attitude"
	2.2 Write response to literature: a. Exhibit careful reading and insight in their interpretations. b. Connect the student's own responses to the writer's techniques and to specific textual references. c. Draw supported inferences about the	Writing	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. 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. Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").	Yes	CCS require application of the reading standards.

Domain Writing	CA ELA Standard	Core Strand	Common Core Standards (CCS)	Alignment?	Comments in reference to CCS
	effects of a literary work on its audience. d. Support judgments through references to the text, other works, other authors, or to personal knowledge.				
	2.3 Write research reports: a. Define a thesis. b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate. c. Use a variety of primary and secondary sources and distinguish the nature and value of each. d. Organize and display information on charts, maps, and graphs.	Writing	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.	Yes	CCS do not include the term "thesis" in 6th-12th. CCS #7 extends by including a "self-generated question" and "allow for multiple avenues of exploration". CCS H/SS Literacy standards #1, #2, #9 include several. references to primary and secondary sources.
	2.4 Write persuasive compositions: a. Include a well-define thesis (i.e., one that makes a clear and	Writing	1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	Yes	CCS do not include the term "thesis" in 6th-12th.

Domain Writing	CA ELA Standard	Core Strand	Common Core Standards (CCS)	Alignment?	Comments in reference to CCS
	knowledgeable judgment). b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion. c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.		b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.		
	2.5 Write documents related to career development, including simple business letters and job applications: a. Present information purposefully and succinctly and meet the needs of the intended audience. b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).	Writing		No	
	2.6 Write technical documents: a. Identify the sequence of	Writing H/SS S/TS Writing	2. H/SS and S/TS- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	Yes	

Domain Writing	CA ELA Standard	Core Strand	Common Core Standards (CCS)	Alignment?	Comments in reference to CCS
	activities needed to design a system, operate a tool, or explain the bylaws of an organization. b. Include all the factors and variables that need to be considered. c. Use formatting techniques (e.g., headings, differing fonts) to aid comprehension.				

Domain Written and Oral English Language Conventions	CA ELA Standard	Core Strand	Common Core Standards (CCS)	Alignment?	Comments in reference to CCS
1.0 Written and Oral English Language Conventions	1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style.	Language	Language Progressive Skills, by Grade p. 56 L. 6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.	Yes	
	1.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.	Language	Language Progressive Skills, by Grade p. 56 L .9-10. 1a. Use parallel structure. 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).**	Yes	
	1.3 Use subordination, coordination, apposition and other items to indicate clearly the relationships between ideas.	Language	Language Progressive Skills, by Grade p. 56 L .6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. L.4.3b. Choose punctuation for effect. CC 7th grade 1.b. Choose among simple, complex, compound-complex, sentences to signal differing relationships among ideas.	Yes	
	1.4 Edit written manuscripts to ensure that correct grammar is used.	Language	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, focusing on how well purpose and audience have been addressed. **(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 on page 52.)**	Yes	Language Progressive Skills, by Grade p. 56 L .4.1f., L.5.1d., L.6.1c., L.6.1d., L.7.1c., L.8.1d. – all include the phrase "recognize and correct" in relation to a specific error

Domain Written and Oral English Language Conventions	CA ELA Standard	Core Strand	Common Core Standards (CCS)	Alignment?	Comments in reference to CCS
	1.5 Use correct punctuation and capitalization.	Language	**2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.	Yes	
Spelling	1.6 Use correct spelling conventions	Language	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. **c. Spell correctly.**	Yes	

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Domain Listening and Speaking	CA ELA Standard	Core Strand	Common Core Standards (CCS)	Alignment?	Comments in reference to CCS
1.0 Listening and Speaking Strategies	1.1 Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.	Speaking and Listening	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. 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.	Yes	CCS #2 expands beyond analysis of literature to include analysis of diverse media and formats CCS #2 and #3 include determining the *purpose* of information, the *motives* behind the presentation and evaluating the *validity* and *sufficiency* of a speaker's argument. CCS do not include direct statement of "effect of interpretation on listener".
	1.2 Paraphrase speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.	Speaking and Listening	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. 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.	Partial	CCS do not include "paraphrasing"; it does include summarizing. CCS requires student to "determine" and "delineate"; CA standards say "ask".
	1.3 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.	Speaking and Listening	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Yes	

Domain Listening and Speaking	CA ELA Standard	Core Strand	Common Core Standards (CCS)	Alignment?	Comments in reference to CCS
	1.4 Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.	Speaking and Listening		No	
	1.5 Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than passive voice in ways that enliven oral presentations.	Speaking and Listening		Yes	CCS Language Standards #1 and #3 all apply "when writing or speaking".
	1.6 Use appropriate grammar, word choice, enunciation, and pace during formal presentations.	Speaking and Listening	4. Present claims and findings, 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.	Yes	CCS #4 expands CA standard to include "present claims" and "relevant evidence" . CCS Language Standards #1 and #3 all apply "when writing or speaking".
	1.7 Use audience feedback (e.g., verbal and nonverbal cues): a. Reconsider and modify the organizational structure or plan. b. Rearrange words and sentences to clarify the meaning.	Speaking and Listening		No	CCS do not include term "audience feedback". CCS #6 uses the term "adapt" but it does not include the aspect of revision. CCS Writing #5 includes "revision" but does not extend its application to speaking.

Domain Listening and Speaking	CA ELA Standard	Core Strand	Common Core Standards (CCS)	Alignment?	Comments in reference to CCS
	1.8 Evaluate credibility of a speaker (e.g., hidden agendas, slanted or biased material).	Speaking and Listening	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. 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.	Yes	CCS #3 has focus on the argument and claims.
	1.9 Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.	Speaking and Listening	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.	Yes	CCS #2 extends to include motives. Additional support found in CCS Reading: Informational Text #7.
2.0 Listening and Speaking Applications	2.1 Deliver narrative presentations (e.g., biographical, autobiographical): a. Relate a clear, coherent incident, event, or situation by using well-chosen details. b. Reveal the significance of, and the subject's attitude about, the incidence, event, or situation.	Speaking and Listening		Implied	CC standards text included with the anchor standards for Speaking and Listening includes this statement: "To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. The CC standards as a whole also emphasize the interconnectedness of the standards. Therefore, the

Domain Listening and Speaking	CA ELA Standard	Core Strand	Common Core Standards (CCS)	Alignment?	Comments in reference to CCS
	c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).				type of texts that students write will be reflected in conversation (S&L). Since each of these different types of speeches is covered through the writing, it is implied that they will be included as Speaking and Listening standards are addressed in class.
	2.2 Deliver responses to literature: a. Interpret a reading and provide insight. b. Connect the students' own responses to the writer's techniques and to specific textual references. c. Draw support inferences about the effects of a literary work on its audience. d. Support judgments through references to the text, other works, other authors, or personal knowledge.	Speaking and Listening		Implied	The CC <u>does not</u> explicitly specify "formal speeches." The CC <u>does imply</u> that a more formal type of speech is included in S&L standards #4, #5, and #6. Specific verbiage includes: #4 Present claims and findings…use appropriate eye contact, adequate volume, and clear pronunciation. #5 Integrate multimedia and visual displays into presentations… #6 Adapt speech to a variety of contexts and tasks…
	2.3 Deliver research presentations: a. Define a thesis b. Record important ideas, concepts, and direct quotations from significant information sources and	Speaking and Listening		Implied	

Domain Listening and Speaking	CA ELA Standard	Core Strand	Common Core Standards (CCS)	Alignment?	Comments in reference to CCS
	paraphrase and summarize all relevant perspectives on the topic, as appropriate. c. Use a variety of primary and secondary sources and distinguish the nature and value of each. d. Organize and record information on charts, maps, and graphs.				
	2.4 Deliver persuasive presentations: a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment). b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning. c. Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements. d. Maintain a reasonable tone.	Speaking and Listening		Implied	

Analysis by Sacramento County Office of Education (format adapted from Monterey COE), June 2010

Domain Listening and Speaking	CA ELA Standard	Core Strand	Common Core Standards (CCS)	Alignment?	Comments in reference to CCS
	2.5 Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively to enhance the meaning.	Speaking and Listening		Implied	

Common Core Standards Not Found in 8th Grade ELA California Standards

Strand	Common Core Standard	Comments
Language	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.	CA Reading 1.0 states students use their knowledge to determine meaning of and understand grade level words. The term "academic" vocabulary is not used in the CA standards. The CCS vocabulary standards are located in the Language strand to indicate the application of vocabulary throughout the domains, as opposed to being specifically tied to reading.
Reading: Literature	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.	
Reading: Literature	7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	
Reading: Informational Text	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.	
Writing	6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	
Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Partial. CA standards do not include on-demand writing (single sitting).
Language	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.	
Speaking and Listening	1. 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.	Some aspects of the standard are found in CA Listening and Speaking standards 1.2, 1.3, 1.5, 1.8.

Strand	Common Core Standard	Comments
	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. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	
Speaking and Listening	5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	

California Standards Not Found in the 8th Grade Common Core Standards

Domain	California ELA Standard	Comments

Writing	2.5 Write documents related to career development, including simple business letters and job applications:
	  a. Present information purposefully and succinctly and meet the needs of the intended audience.
	  b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).
		CCS does not specify that students write "documents related to career development." However, with the College and Career Readiness Standards as the foundation for the CC standards, one could infer that this type of writing could be included.

Listening and Speaking	1.4 Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.	CCS <u>do not</u> explicitly specify "formal speeches."

Listening and Speaking	1.7 Use audience feedback
	  a. Reconsider organ structure
	  b. Rearrange words/sentences
		CCS do not include term "audience feedback."
		CCS #6 uses the term "adapt" but it does not include the aspect of revision.
		CCS 1.d. includes "acknowledge new information expressed by others."
		CCS <u>Writing</u> #5 includes "revision" but does not extend its application to speaking.

Analysis of *California ELA* Standards to *Common Core* standards-9th-10th grades

Domain Reading	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS

1.0 Word Analysis, Fluency, and Systematic Vocabulary and Concept Development	1.1 Identify and use the literal and figurative meaning of words and understand word derivations.	**Language**	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
			   a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
			   b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
			   c. 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, its part of speech, or its etymology.
			   d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
			
			5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
			   a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
			   b. Analyze nuances in the meaning of words with similar denotations.
				Yes	Patterns of word changes is not addressed in CA 1.1.

	1.2 Distinguish between the denotative and connotative meanings of words	**Language**	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	Yes	CCS does not reference "connotative <u>power</u> of words."

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Domain Reading	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
	and interpret the connotative power of words.		**b. Analyze nuances in the meaning of words with similar denotations.** 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).		
	1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word *narcissistic* drawn from the myth of Narcissus and Echo).	**Language**	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. **a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.** b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*). **c. 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, its part of speech, or its etymology.** **d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).** 6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Yes	Patterns of word changes is not addressed in CA 1.3. CCS #6 Includes the terms "academic" vocabulary as well as "domain-specific words," CA 9th/10th standards do not mention either.

Domain Reading Comprehension	CA ELA Standard	Core Strand Reading: Informational Text	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
Structural Features	2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.	Writing	H/SS #5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	Partial	CCS #5 H/SS does not address workplace documents, specifically, nor do the Informational Text Standards.
	2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.	Writing	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Partial	CCS does not address consumer, workplace, or public documents.
Comprehension and Analysis	2.3 Generate relevant questions about readings on issues that can be researched.	Writing	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Yes	
	2.4 Synthesize the content from several sources or works by a single author dealing with a singular issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.		2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	Yes	CCS #6 in H/SS clearly addresses synthesis of information from several sources.

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Domain Reading Comprehension	CA ELA Standard	Core Strand Reading: Informational Text	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
			H/SS 6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.		
	2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.	Reading for Information	9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. 10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. 1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. 9. Compare and contrast treatments of the same topic in several primary and secondary sources.	Yes	
	2.6 Demonstrate use of sophisticated learning tools by following technical directions (e.g., in professional journals, editorials, political speeches, primary source material).		S/T 3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	Partial	CCS S/T asking student to "…follow precisely a complex multi-step procedure," which would certainly include directions.

Analysis by Sacramento County Office of Education (format adapted from Monterey COE), June 2010

Domain Reading Comprehension	CA ELA Standard	Core Strand Reading: Informational Text	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
Expository Critique	2.7 Criticize the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.		3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. 9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. H/SS 3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	Yes	CCS does not address criticizing functional documents.
	2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text.	Reading for Information	3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. 5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). 6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	Yes	#3, #5, #6 CCS analyze while CA 2.8 evaluates. #8 requires students to "delineate and evaluate" arguments and specific claims. The missing element in CCS is how the author's intent affects structure and tone.

Domain Reading Comprehension	CA ELA Standard	Core Strand Reading: Informational Text	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
			8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. H/SS 8. Assess the extent to which the reasoning and evidence in a text support the author's claims.		

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Domain Literary Response and Analysis	CA ELA Standard	Core Strand Reading: Literature	Common Core Standards (CCS)	Alignment?	Comments in reference to CCS
Structural Features	3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).	Reading: Literature	#5- 4th grade Literature Standards 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. #7- 6th-8th grade Literature Standards 7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	Yes	
	3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.		2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	Yes	CCS addresses analysis of two different media.
Narrative Analysis	3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships,		1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 3. Analyze how complex characters (e.g., those with multiple or conflicting motivations)	Yes	

Domain Literary Response and Analysis	CA ELA Standard	Core Strand Reading: Literature	Common Core Standards (CCS)	Alignment?	Comments in reference to CCS
	influences) and explain the way those interactions affect the plot.		develop over the course of a text, interact with other characters, and advance the plot or develop the theme.		
	3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.		1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Yes	
	3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.		1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). 10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Yes	CSS 1 - Second half of the standard supports what can be inferred from the text, such as theme.

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Domain Literary Response and Analysis	CA ELA Standard	Core Strand Reading: Literature	Common Core Standards (CCS)	Alignment?	Comments in reference to CCS
	3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).		1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	Yes	

	3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, and symbolism, and explain their appeal.		4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
			
			5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
			  a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
			  b. Analyze nuances in the meaning of words with similar denotations.
				Partial	CCS is not as specific in its listing of literary devices as CA 3.7.
					Both address understanding figurative language.

	3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.		1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	Yes	

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Domain Literary Response and Analysis	CA ELA Standard	Core Strand Reading: Literature	Common Core Standards (CCS)	Alignment?	Comments in reference to CCS
	3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.		1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	Yes	CCS 6th- 10th makes direct reference to point of view and CCS 6th-8th makes direct reference to choice of narrator. CCS does not address how literacy elements affect the credibility of the text.
	3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides and character foils in dramatic literature.		1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. #5-4th grade Literature Standards 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. #7- 6th-8th grade Literature Standards	Yes	CCS does not provide direct references to drama in 9th/10th standards, however CCS #10 does include more dramas.
Literary Criticism	3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone,		1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Yes	CA 3.11 is more specific in terms of elements of literature. CA

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Domain Literary Response and Analysis	CA ELA Standard	Core Strand Reading: Literature	Common Core Standards (CCS)	Alignment?	Comments in reference to CCS
	mood, and theme, using the terminology of literary criticism. (Aesthetic approach)		4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).		standard asks the student to "Evaluate," CCS asks to "Determine". CA standard also emphasizes using "terminology of literary criticism."
	3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)		1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	Yes	CCS address world literature.

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Domain Writing Strategies	CA ELA Standard	Core Strand	Common Core Standards (CSS)	Alignment	Comments in reference to CCS
Organization and Focus	1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.	**Writing**	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.) 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Partial	CCS does not mention the term "thesis" in any of the CC writing standards. CCS has no mention of "conveying a distinct perspective," or "consistent tone and focus".

	1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.		2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
			  a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
			  b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
			  c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
			  d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
				Yes	These two sub-standards do not extend to the grammatical aspects of CA 1.2.

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Domain Writing Strategies	CA ELA Standard	Core Strand	Common Core Standards (CSS)	Alignment	Comments in reference to CCS

			e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
			f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
			
			3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
			   a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
			   b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
			   c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
			   d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
			   e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
			
			10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		

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Domain Writing Strategies	CA ELA Standard	Core Strand	Common Core Standards (CSS)	Alignment	Comments in reference to CCS
Research and Technology	1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.		7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Yes	CCS #1 H/SS Specifically mentions analysis of primary or secondary sources.

	1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions)..		1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
			   a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
			   b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
			   c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
			   d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
				Yes	CCS #1b and #2b address developing main ideas through sufficient facts and relevant evidence.
					
					#9a and #9b relate to using evidence from literary or informational texts.

Domain Writing Strategies	CA ELA Standard	Core Strand	Common Core Standards (CSS)	Alignment	Comments in reference to CCS

			e. Provide a concluding statement or section that follows from and supports the argument presented.
			
			2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
			   a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
			   b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
			   c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
			   d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
			   e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
			   f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
			
			9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
			   a. Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws		

Domain Writing Strategies	CA ELA Standard	Core Strand	Common Core Standards (CSS)	Alignment	Comments in reference to CCS
			on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning")		
	1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).		**#1- H/SS** 1. **Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.** **#1 S/T** 1. **Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.** 7. **Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.** 8. **Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.**	Yes	#1 HSS specifically mentions analysis of primary or secondary sources.

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Domain Writing Strategies	CA ELA Standard	Core Strand	Common Core Standards (CSS)	Alignment	Comments in reference to CCS
			9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 　**a. Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").** 　**b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").**		
	1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.		5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Yes	#5 extends CAS to editing and new approaches / revision. #8 extends to the credibility of sources and avoiding plagiarism. #10 opportunities to practice writing in extended and shorter timeframes.
	1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style		**8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question;**	Yes	No mention of notes in the CCS.

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Domain Writing Strategies	CA ELA Standard	Core Strand	Common Core Standards (CSS)	Alignment	Comments in reference to CCS
	manuals (e.g., *Modern Language Association Handbook, The Chicago Manual of Style*).		**integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.** **#3a in Language Standards** 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. **Write and edit work so that it conforms to the guidelines in a style manual (e.g.,** *MLA Handbook***, Turabian's** *Manual for Writers***) appropriate for the discipline and writing type.**		
	1.8 Design and publish documents by using advanced publishing software and graphic programs.		6. **Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.**	Yes	-No specific mention of advanced publishing software or graphic programs.
Evaluation and Revision	1.9 Revise writing to improve the logic and coherence of the organizational and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.		5. **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.**	Yes	Not as specific as CA 1.9.

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Domain Writing Applications	CA ELA Standard	Core Strand	Common Core Standards (CSS)	Alignment?	Comments in reference to CCS
	2.1 Write biographical, autobiographical narratives, or short stories or narratives: a. Relate a sequence of events and communication the significance of the events to the audience. b. Locate scenes and incidents in specific places. c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologues to depict the characters' feelings. d. Pace the presentation of actions to accommodate changes in time and mood. e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.	Writing	**3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.** **a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.** **b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.** **c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.** **d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.** **e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.** **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.)** **5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.**	Yes	Generally, aspects of the standards are included in CCS writing standards. The types of writing are included in CCS #1-#3. Some of the other aspects of CA 2.0 are included in CCS #4-#10. CCS addresses both full process and on-demand/timed writing. CCS does not mention the term "thesis" anywhere in the writing standards (6th-12th). #3 CA 2.1 involves more specific elements than CCS #3. CA 2.1 a specifically addresses communicating the significance of the events to the audience. This element is not present in the CCS. #3e though not evident in CA 2, is referenced in #5.

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Domain Writing Applications	CA ELA Standard	Core Strand	Common Core Standards (CSS)	Alignment?	Comments in reference to CCS
	2.2 Write response to literature: a. Demonstrate a comprehensive grasp of the significant ideas of literary works. b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works. c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created. d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.		2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). **9. Draw evidence from literary or informational texts to support analysis, reflection, and research.** **a. Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or**	Yes	

Domain Writing Applications	CA ELA Standard	Core Strand	Common Core Standards (CSS)	Alignment?	Comments in reference to CCS
			topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. **Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").**		
	2.3 Write expository compositions, including analytical essays and research reports: a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. b. Convey information and ideas from primary and secondary sources accurately and coherently. c. Make distinctions between the relative value and significance of specific data, facts, and ideas. d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.		2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Yes	CCS 6th-12th writing standards, as well as the H/SS writing standards, make no specific mention of primary and secondary sources – CA 2.3b. #2f is not specified in CA 2.3. All 9th-12th Writing H/SS S/T support the CCS ELA Writing standards.

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Domain Writing Applications	CA ELA Standard	Core Strand	Common Core Standards (CSS)	Alignment?	Comments in reference to CCS
	e. Anticipate and address readers' potential misunderstandings, biases, and expectations. f. Use technical terms and notations accurately.		6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. #7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 　a. Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). 　b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").		
	2.4 Write persuasive compositions: 　a. Structure ideas and arguments in a sustained and logical fashion. 　b. Use specific rhetorical devices to support		1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 　a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	Yes	CCS #1 (argument) does not reference rhetorical devices as does CA 2.4 (persuasive) CCS #1a, extends CA standards into "…creating an

Domain Writing Applications	CA ELA Standard	Core Strand	Common Core Standards (CSS)	Alignment?	Comments in reference to CCS
	assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning. d. Address readers' concerns, counterclaims, biases, and expectations.		b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").		organization that establishes clear relationships among claims, counterclaims, reasons, and evidence." #1c more detailed than CA 2.4 All 9th-12th Writing H/SS S/T support the CCS ELA Writing standards.
	2.5 Write business letters: a. Provide clear and purposeful information and		2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	Partial as it relates to the informa-	CCS #2 b-e address the intent of CA 2.5. CA 2.5 does not specifically address

Domain Writing Applications	CA ELA Standard	Core Strand	Common Core Standards (CSS)	Alignment?	Comments in reference to CCS
	address the intended audience appropriately. b. Use appropriate vocabulary, tone, and style to take into account the nature of relationship with, and the knowledge and interests of, the recipients. c. Highlight central ideas or images. d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.		a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.** **c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.** **d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.** **e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.** f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	tive/ex-planatory writing domain	#2f.
	2.6 Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting): a. Report information and convey ideas logically and correctly.		2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	Partial as it relates to the informa-tive/ex-planatory writing domain	CCS H/SS and S/T Write informative/ explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes -CA 2.6 does not specifically address

Domain Writing Applications	CA ELA Standard	Core Strand	Common Core Standards (CSS)	Alignment?	Comments in reference to CCS
	b. Offer detailed and accurate specifications. c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide). d. Anticipate readers' problems, mistakes, and misunderstandings.		b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). #4 and #9 Writing H/SS 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science 9. Compare and contrast treatments of the same topic in several primary and secondary sources. #4 and #9 S/T 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9–10 texts and topics*. 9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.		#2f. 9th-12th CCS Writing H/SS S/T support the CCS ELA Writing standards.

Domain Written/Oral English Language Conventions	CA ELA Standard	Core Strand	Common Core Standard	Alignment?	Comments in reference to CCS

Grammar and Mechanics	1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).	Language	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
			  a. Use parallel structure.*
			  b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
			
			2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
			  a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
			  b. Use a colon to introduce a list or quotation.
			  c. Spell correctly.
				Yes	The Language Progressive Skills chart identifies the skills that are taught at each grade level and those that are expected to continue with increasing sophistication each year.
					
					CCS covers nearly all of the elements in the CA English Language Conventions.

	1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tense).		1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
			  a. Use parallel structure.*
			  b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
				Yes	

Domain Written/Oral English Language Conventions	CA ELA Standard	Core Strand	Common Core Standard	Alignment?	Comments in reference to CCS

			2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
			  a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
			  b. Use a colon to introduce a list or quotation.
			  c. Spell correctly.		

	1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.		1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
			  a. Use parallel structure.*
			  b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
			
			2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
			  a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
			  b. Use a colon to introduce a list or quotation.
			  c. Spell correctly.
			
			3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
			  a. Write and edit work so that it conforms to the
				Yes	

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Domain Written/Oral English Language Conventions	CA ELA Standard	Core Strand	Common Core Standard	Alignment?	Comments in reference to CCS
			guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.		

Manuscript Form	1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.		2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
			  a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
			  b. Use a colon to introduce a list or quotation.
			  c. Spell correctly.
				Yes	

	1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.		3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.	Yes	

Domain Listening/ Speaking	CA ELA Standard	Core Standard Listening/ Speaking	Common Core Standard	Alignment?	Comments in reference to CCS

Comprehension	1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.		1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
			   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
			   b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
			   c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
			   d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
				Yes	Much of CCS #1 is in preparation for collaborative class discussions. There is more emphasis on students' thoughtful verbalizing in the CCS. The only place 1a is addressed is in CA 1.1.
					CCS #1b-d Specifically addresses collaborative work.
					CCS #3 lists evaluation in this standard, rather than formulation.

Domain Listening/ Speaking	CA ELA Standard	Core Standard Listening/ Speaking	Common Core Standard	Alignment?	Comments in reference to CCS
			3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.		
	1.2 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.		2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	Partial	CCS makes no mention of comparing coverage of the same event. CCS #2 requires evaluation of sources' credibility.
Organization and Delivery	1.3 Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind common belief of cause.		4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. 1. H/SS - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. 2. H/SS - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. 1. S/T - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	Yes	CCS #4 – CA 1.3 focuses on a call to action, which is not evident in the CCS.

Domain Listening/ Speaking	CA ELA Standard	Core Standard Listening/ Speaking	Common Core Standard	Alignment?	Comments in reference to CCS
			2. S/T - 2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.		
	1.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).		4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. 1. H/SS - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. 2. H/SS - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. 1. S/T - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. 2. S/T - 2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	Partial	Though not specific to the introduction or conclusion, CCS #4 addresses techniques for speech development. #1e and #2f H/SS, S/T Writing Standards address concluding statement.
	1.5 Recognize and use elements of classical speech forms (e.g., introduction, first and second transitions, body, conclusion) in		4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	Yes	CCS #4 makes no specific reference to classical speech forms referenced in CA 1.5, but there is a reference to

Domain Listening/ Speaking	CA ELA Standard	Core Standard Listening/ Speaking	Common Core Standard	Alignment?	Comments in reference to CCS
	formulating rational arguments and applying the art of persuasion and debate.		1. H/SS - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. 2. H/SS - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. 1. S/T - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. 2. S/T - 2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.		organization in the CCS. CCS has a wider scope than CA 1.5
	1.6 Present and advance a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.		4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. 5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Yes	
	1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.		5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Yes	

Domain Listening/ Speaking	CA ELA Standard	Core Standard Listening/ Speaking	Common Core Standard	Alignment?	Comments in reference to CCS
	1.8 Produce concise notes for extemporaneous delivery.			No	
	1.9 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.		4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	Partial	CCS does not specifically address verbal/nonverbal communication.
Analysis and Evaluation	1.10 Analyze historically significant speeches (e.g., Abraham Lincoln's "Gettysburg Address," Martin Luther King, Jr.'s "I Have a Dream") to find the rhetorical devices and features that make them memorable.		3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. 2. H/SS - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. 5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. 6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	Partial	CCS asks students to evaluate, whereas CA 1.10 asks for analysis. CA 1.10 is more specific to historical speeches and rhetorical devices. Listed H/SS Reading Standards only address the analysis aspect.

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Domain Listening/ Speaking	CA ELA Standard	Core Standard Listening/ Speaking	Common Core Standard	Alignment?	Comments in reference to CCS
			10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.		
	1.11 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.			No	CCS #6 does not address the intent of CA 1.11.
	1.12 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence organization of ideas, delivery, diction, and syntax.		3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	Yes	CA 1.12 standard addresses more elements for evaluation.
	1.13 Analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.		3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	Yes	CCS #3 is more rigorous, asks for evaluation; however, there is no specific reference to types of arguments.
	1.14 Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them (e.g., compare Shakespeare's *Henry V* with Kenneth Branagh's 1990 film version).		2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. 5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Partial	CCS #2 and #5 focuses more on credibility and accuracy whereas CA 1.14 focuses on evaluating techniques used in presentations.

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Domain Listening/ Speaking	CA ELA Standard	Core Standard Listening/ Speaking	Common Core Standard	Alignment?	Comments in reference to CCS
Applications	2.1 Deliver narrative presentations: a. Narrate a sequence of events and communicate their significance to the audience. b. Locate scenes and incidents in specific places. c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters. d. Pace the presentation of actions to accommodate time and mood changes.	Speaking/ Listening	#3 CCS Writing Standards 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Implied	The standards as a whole emphasize the interconnectedness of the standards. Since each type of speech in the CA standards is covered through the writing, it is implied that they will be included as L&S standards are addressed in class. The CCS through Speaking and Listening #4-#6, imply that a more formal type of speech should be expected, e.g., - #4 Present information, findings, and supporting evidence clearly, concisely and logically… and the organization, development, substance, and style are appropriate to
	2.2 Deliver expository presentations: a. Marshal evidence in support of a thesis and related claims, including information on all		#2 CCS Writing Standards 2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important	Implied	

Domain Listening/ Speaking	CA ELA Standard	Core Standard Listening/ Speaking	Common Core Standard	Alignment?	Comments in reference to CCS
	relevant perspectives. b. Convey information and ideas from primary and secondary sources accurately and coherently. c. Make decisions between the relative value and significance of specific data, facts, and ideas. d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs. e. Anticipate and address the listener's potential misunderstandings, biases, and expectations. Use technical terms and notations accurately.		connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Implied	purpose, audience, and task." #5 Make strategic use of digital media… to enhance understanding of findings, reasoning, and evidence and to add to interest. #6 Adapt speech to a variety of contexts and tasks… On the whole, all the specifics of the CAS Speaking and Listening standards will not be thoroughly addressed through the CCS. Though the CCS do speak more thoroughly to the importance of collaborative discussions among students, the features of oral delivery and appropriate techniques are not comprehensively

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Domain Listening/ Speaking	CA ELA Standard	Core Standard Listening/ Speaking	Common Core Standard	Alignment?	Comments in reference to CCS
	2.3 Apply appropriate interviewing techniques: a. Prepare and ask relevant questions. b. Make notes of responses. c. Use language that conveys maturity, sensitivity, and respect. d. Respond correctly and effectively to questions. e. Demonstrate knowledge of the subject or organization. f. Compile and report responses. g. Evaluate the effectiveness or the interview.				covered in the CCs.
	2.4 Deliver oral response to literature presentations: a. Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (e.g., make and		#1 CCS Writing Standards 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out	Implied	Relates to an expository or explanatory writing task.

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Domain Listening/ Speaking	CA ELA Standard	Core Standard Listening/ Speaking	Common Core Standard	Alignment?	Comments in reference to CCS
	support warranted assertions about the text). b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works. c. Demonstrate awareness of author's use of stylistic devices and an appreciation of effects created. d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.		the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. #2 Writing Standards 2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion,		

Domain Listening/ Speaking	CA ELA Standard	Core Standard Listening/ Speaking	Common Core Standard	Alignment?	Comments in reference to CCS
			and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).		
	2.5 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects): a. Structure ideas and arguments in a coherent, logical fashion. b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).		#1 CCS Writing Standards 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms	Implied	

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Domain Listening/ Speaking	CA ELA Standard	Core Standard Listening/ Speaking	Common Core Standard	Alignment?	Comments in reference to CCS
	c. Clarify and defend position with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning. d. Anticipate and address the listener's concerns and counterarguments.		and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.		
	2.6 Deliver descriptive presentations: a. Establish clearly the speaker's point of view on the subject of the presentation. b. Establish clearly the speaker's relationship with the subject (e.g., dispassionate observation, personal involvement).		1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and	Implied	

Domain Listening/ Speaking	CA ELA Standard	Core Standard Listening/ Speaking	Common Core Standard	Alignment?	Comments in reference to CCS
	c. Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.		reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. 2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms		

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Domain Listening/ Speaking	CA ELA Standard	Core Standard Listening/ Speaking	Common Core Standard	Alignment?	Comments in reference to CCS
			and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).		

Common Core Standards not found in 9th/10th CA ELA Standards

Core Strand	Common Core Standard
Writing – Text Types and Purposes	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
Writing - Applications	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. –
Speaking- Comprehension and Collaboration	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
Language-Vocabulary	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*)
Language-Vocabulary	6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CA ELA Standards not found 9th/10th grade Common Core Standards

Domain	CA Standard	Comments in reference to CCS
Literary Response/Analysis – Narrative Analysis	3.9 -3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.	
Reading –Structural Features Reading - Comprehension & Analysis Reading – Expository Critique	2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes. 2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents. 2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text.	
Writing Strategies – Organization and Focus Writing Strategies – Research and Technology	1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice. 1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., Modern Language Association Handbook, The Chicago Manual of Style	

Writing – Applications / Narratives
 	
Writing – Applications / Expository
 	
Writing – Applications / Persuasive
 	
Writing – Applications/ Business Letters
 	
Writing –Applications/ Technical Documents
	2.1 Write biographical, autobiographical narratives, or short stories or narratives:
	  a. Relate a sequence of events and communication the significance of the events to the audience.
	
	2.3 Write expository compositions, including analytical essays and research reports:
	  b. Convey information and ideas from primary and secondary sources accurately and coherently.
	
	2.4 Write persuasive compositions:
	  b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
	
	2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.	

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Domain	CA Standard	Comments in reference to CCS
Speaking- Organization and Delivery	1.8 Produce concise notes for extemporaneous delivery.	
Speaking- Analysis and Evaluation	1.11 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.	

Analysis of *California ELA* standards to *Common Core* standards-11th-12th grades

Domain Reading	CA ELA Standard	Core Strand	Common Core Standards (CSS)	Alignment?	Comments in reference to CCS

1.0 Vocabulary and Concept Development	1.1 Trace the etymology of significant terms used in political science and history.	**Language**	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
			   a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
			   b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
			   c. 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, its part of speech, its etymology, or its standard usage.
			   d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
			
			6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
			
			H/SS #4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
				Yes	CAS do not have a specific reference to "academic words and phrases."

Domain Reading	CA ELA Standard	Core Strand	Common Core Standards (CSS)	Alignment?	Comments in reference to CCS

	1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.		4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
			  a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
			  b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
			  c. 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, its part of speech, its etymology, or its standard usage.
			  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
			
			6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
			
			H/SS #4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
				Yes	Greek/Roman/Anglo-Saxon roots and affixes are referenced in 6-8 CCS.

	1.3 Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.		5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
			  a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
			  b. Analyze nuances in the meaning of words with similar denotations.
				Yes	#6 CAS do not have a specific reference to "academic words and phrases."

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Domain Reading	CA ELA Standard	Core Strand	Common Core Standards (CSS)	Alignment?	Comments in reference to CCS
			6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		

Domain Reading Comprehension	CA ELA Standards	Strand	Common Core Standards	Alignment?	Comments in reference to CCS
Structural Features	2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.	**Reading: Informational Text**	5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. 6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. 9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. H/SS #5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	Yes	CCS (#6, #8, and #9) are focused on rhetoric and public documents which are better aligned to CA. CSS #5 - Structure can be a feature in a public document which helps make the document clearer.
Comprehension and Analysis	2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures,		5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	Yes	CA standard 2.2 has a level of specificity not found in CCS. CA 2.2's multiple elements in can be found in a number of CC standards (e.g., Writing Standards #1c and #2c)

Domain Reading Comprehension	CA ELA Standards	Strand	Common Core Standards	Alignment?	Comments in reference to CCS
	repetition of the main ideas, syntax, and word choice in the text.		H/SS #5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.		
	2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.		8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses). 9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	Partial	CSS #8 and #9 -Consumer and workplace documents are not addressed in these CCS.
	2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.		6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. 8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses). H/SS #3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. H/SS #6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	Yes	CCS #8 - Though the CCS focuses on specific types of public documents, the act of defending and clarifying interpretations about authors' arguments is the core of the standard.

Domain Reading Comprehension	CA ELA Standards	Strand	Common Core Standards	Alignment?	Comments in reference to CCS
			H/SS #8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. S/T# 8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.		
	2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject		1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. 8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses). H/SS #1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. H/SS #3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. H/SS #7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. H/SS #8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	Yes	CCS #1 does not make a specific reference to "explicit philosophical assumptions and beliefs about a subject." CCS #8 implies philosophical assumptions and beliefs will be addressed. The emphasis of this CCS is evaluation of the "premises, purposes, and arguments" in documents that advocate for change. #10 CCS requires students to read and comprehend grade-level nonfiction independently (proficient).

Domain Reading Comprehension	CA ELA Standards	Strand	Common Core Standards	Alignment?	Comments in reference to CCS
Expository Critique	2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).		5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. 6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. 8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses). 9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	Yes	CCS #9 -Though similar to CCS #8, this CCS focuses on " themes, purposes, and rhetorical features," which directly address the e.g. in CA 2.6. - CA standard 2.6 has a level of specificity not found in CCS and has multiple elements in the standard that are found in a number of CCS. (e.g., #1 and #8 H/SS).

Domain Literary Response and Analysis	CA ELA Standard	Core Strand	Common Core Standards (CSS)	Alignment?	Comments in reference to CCS
Structural Features	3.1 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.	**Reading: Literature**	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. 5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. 6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). 9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	Partial	CCS #1 - CA 3.1 calls out specific literary genres. Citing evidence to support analysis is implicit in 3.1.
Narrative Analysis	3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.		2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. 3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). 7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	Yes	CCS #3 - This CCS incorporates the intent of CA 3.2 as it relates to the theme (an "element") of a story or drama. CCS #7 – As most interpretations of literature include a work's theme, it is implied that this CC covers the aspects presented in CA 3.2.

Domain Literary Response and Analysis	CA ELA Standard	Core Strand	Common Core Standards (CSS)	Alignment?	Comments in reference to CCS
			9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.		
	3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.		4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) 5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. 6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). 9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	Yes	CSS #4 – CCS highlights the use of language and its impact on meaning and tone which incorporates the "sound" of language" referenced in CA 3.3. CCS #5 – Yes, this CCS is more general in its language. CCS #6 – How a literary piece's use of "irony," sarcasm, satire, etc. facilitates understanding the author's point of view.
	3.4 Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.		4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) 7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	Yes	

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Domain Literary Response and Analysis	CA ELA Standard	Core Strand	Common Core Standards (CSS)	Alignment?	Comments in reference to CCS
			9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.		
	3.5 Analyze recognized works of American literature representing a variety of genres and traditions: a. Trace the development of American literature from the colonial period forward. b. Contrast the major period, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period. c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.		1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. 2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. 3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). 6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). 7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) 9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	Yes	CCS #2 - CA 3.5b is covered here. CCS #6 - CA 3.5c is covered here. CCS #7 - Analyzing interpretations of American literature from a variety of time periods will provide students keener insight into style, trends, and meaning.

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Domain Literary Response and Analysis	CA ELA Standard	Core Strand	Common Core Standards (CSS)	Alignment?	Comments in reference to CCS
	3.6 Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy *Macbeth*).		1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. 3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). 9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	Partial	CCS #1 - This CCS could incorporate use of archetypes whether explicit in text or an inference. CCS #3 - References character development and setting…both aspects that could be found when literature includes archetypal characters. CCS #9-#10 – References character development and setting…both aspects that could be found when literature includes archetypal characters. CA 3.6, authors' use of archetypes, is not specifically addressed in any of the CCS.
	3.7 Analyze recognized works of world literature from a variety of authors: a. Contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, medieval, romantic, neoclassic, modern).		1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. 2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. 3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	Partial	CCS #2 – CA 3.7b is covered here. CCS #3 - CA 3.7a is covered here. CCS #6 – CA 3.7c is covered here. CCS #7 - Analyzing interpretations of American literature from a variety of time periods will provide students keener into style, trends, and meaning. CA 3.7, world literature, is broken into very specific aspects for study.

Domain Literary Response and Analysis	CA ELA Standard	Core Strand	Common Core Standards (CSS)	Alignment?	Comments in reference to CCS
	b. Relate literary works and authors to the major themes and issues of their eras. c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.		6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). 7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) 9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.		Even though CA 3.7 has as much coverage in the CCS as 3.5, only two references to world literature are made in CCS #4 and #7.
Narrative Analysis	3.8 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor). (Political approach)		1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. 4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) 6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). 7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	Yes	CCS #1 – When these explicit and implicit references are politically motivated, it addresses 3.8. CCS #7 - CAS do not reference analyzing multiple criticisms.

Analysis by Sacramento County Office of Education (format adapted from Monterey COE), June 2010

Domain Literary Response and Analysis	CA ELA Standard	Core Strand	Common Core Standards (CSS)	Alignment?	Comments in reference to CCS
			9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.		
	3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)		1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. 4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) 6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). 7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) 9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	Yes	CCS #1 – When these explicit and implicit references are philosophically motivated, it addresses 3.9. CCS #6 - Distinguishing what is directly stated from what is really meant, is an aspect of CA 3.9. #7 CAS do not reference analyzing multiple criticisms.

Domain Writing Strategies	CA ELA Standard	Core Strand	Common Core Standards (CCS)	Alignment?	Comments in reference to CCS

Organization/Focus	1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, forms) when completing narrative, expository, persuasive, or descriptive writing assignments.	**Writing**	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.)
			
			CCS Writing/HST #1
			1. Write arguments focused on *discipline-specific content*.
			  a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
			  b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
			  c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
			  d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
			  e. Provide a concluding statement or section that follows from or supports the argument presented.
			
			CCS #2 Writing HST
			2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
			  a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics
				Yes	#1-#10 H/SS and S/T - These CCS cover the full writing process: collecting and evaluating information in order to better understand the task, planning and organizing information relevant to the task and audience, revising and editing, and producing and publishing writing in the content area.

Domain Writing Strategies	CA ELA Standard	Core Strand	Common Core Standards (CCS)	Alignment?	Comments in reference to CCS
			(e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).		
	1.2 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.		1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between	Yes	CCS #4 – References style. Corresponding standards exist in H/SS and S/T standards.

Domain Writing Strategies	CA ELA Standard	Core Strand	Common Core Standards (CCS)	Alignment?	Comments in reference to CCS

			claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
			   d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
			   e. Provide a concluding statement or section that follows from and supports the argument presented.
			
			2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
			   a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
			   b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
			   c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
			   d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
			   e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
			   f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).		

Domain Writing Strategies	CA ELA Standard	Core Strand	Common Core Standards (CCS)	Alignment?	Comments in reference to CCS

			3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
			  a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
			  b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
			  c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
			  d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
			  e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
			
			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.)		

	1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.		1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
			  a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
			  b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's
				Yes	Corresponding standards exist in H/SS and S/T standards.

Domain Writing Strategies	CA ELA Standard	Core Strand	Common Core Standards (CCS)	Alignment?	Comments in reference to CCS
			knowledge level, concerns, values, and possible biases.		
			c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.		
			d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.		
			e. Provide a concluding statement or section that follows from and supports the argument presented.		
			2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.		
			a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.		
			b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.		
			c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.		
			d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.		
			e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.		

Domain Writing Strategies	CA ELA Standard	Core Strand	Common Core Standards (CCS)	Alignment?	Comments in reference to CCS

			f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
			
			3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
			  a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
			  b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
			  c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
			  d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
			  e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
			(1a, 2a, 3a, 3c all address structure.)
			(1b, 2b, 3a-b all address relevant examples and evidence.)
			
			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.)
			
			5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
			#4- #5 (development and organization)		

Domain Writing Strategies	CA ELA Standard	Core Strand	Common Core Standards (CCS)	Alignment?	Comments in reference to CCS

	1.4 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.		1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
			   a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
			   b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
			   c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
			   d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
			   e. Provide a concluding statement or section that follows from and supports the argument presented.
			
			2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
			   a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
			   b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of
				Partial	CCS #10 - Many of the specifics listed in CA 1.4 are not addressed in the writing CCS.
					-Corresponding standards exist in H/SS and S/T standards.

Domain Writing Strategies	CA ELA Standard	Core Strand	Common Core Standards (CCS)	Alignment?	Comments in reference to CCS
			the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.		

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Domain Writing Strategies	CA ELA Standard	Core Strand	Common Core Standards (CCS)	Alignment?	Comments in reference to CCS
			6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.		

	1.5 Use language in a natural, fresh, and vivid ways to establish a specific tone.		3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
			  a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
			  b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
			  c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
			  d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
			  e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
			
			2. Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
			  a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
			  b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and
				Yes	CCS #1d - The CCS argument standard references language as an element to create cohesion and clarification in writing. No specific mention of "language" establishing a specific tone.
					
					Corresponding standards exist in H/SS and S/T standards

Domain Writing Strategies	CA ELA Standard	Core Strand	Common Core Standards (CCS)	Alignment?	Comments in reference to CCS
			examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.		

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Domain Writing Strategies	CA ELA Standard	Core Strand	Common Core Standards (CCS)	Alignment?	Comments in reference to CCS
			e. Provide a concluding statement or section that follows from and supports the argument presented.		

Research and Technology	1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).		6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
			
			7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
			
			8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
			
			9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
			    a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
			    b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").
				Yes	CCS #6 – CCS references research strategies which may include use of technology.
					CCS #8 - Extends to the credibility of sources and avoiding plagiarism.
					
					Corresponding standards exist in H/SS and S/T standards.

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Domain Writing Strategies	CA ELA Standard	Core Strand	Common Core Standards (CCS)	Alignment?	Comments in reference to CCS
	1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).		8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	Yes	#8 - Standard addresses integrating information into text and following standard format for citation.

	1.8 Integrate databases, graphics, and spreadsheets into word-processed documents.		2. Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
			  a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
			  b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
			  c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
			  d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
				Yes	

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Domain Writing Strategies	CA ELA Standard	Core Strand	Common Core Standards (CCS)	Alignment?	Comments in reference to CCS
			e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.		
Evaluation and Revision	1.9 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.		5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Yes	

Domain Writing Applications	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
	2.1 Write fictional, biographical, autobiographical narratives: a. Narrate a sequence of events and communicate their significance to the audience. b. Locate scenes and incidents in specific places. c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologues to depict the characters' feelings. d. Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes. e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.	**Writing**	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 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.) 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Yes	CCS #3 - CA standard is more specific in what is expected in a narrative and some of these specifics are covered under the CCS Language Standards. CCS #3 does not directly reference communicating the significance of the event/s to the audience as does in CA 2.1. CCS pacing not as detailed as CA 2.1. CA 2.1 does not include CCS #3e. CCS #4 - references style and organization. CCS #9a - only if narrative makes a connection between what it is detailing, comparing it to something in literature.

Domain Writing Applications	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
			9. **Draw evidence from literary or informational texts to support analysis, reflection, and research.** a. **Apply g*rades 11–12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").** b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]"). -Corresponding standards exist in H/SS and S/T standards.		
	2.2 Write response to literature: a. Demonstrate a comprehensive understanding of the significant ideas in works or passages. b. Analyze the use of imagery, language, universal themes, and unique aspects of the text. c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works. d. Demonstrate an understanding of the		1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons	Yes	(CA 2.2) - Response to literature can be persuasive as well as informative. All of CCS #1 are evident in a CAS Response to literature. CCS #2f – Not evident in CAS.

Domain Writing Applications	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS

	author's use of stylistic devices and an appreciation of the effects created.
	d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
			and evidence, and between claim(s) and counterclaims.
			d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
			e. Provide a concluding statement or section that follows from and supports the argument presented.
			
			2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
			  a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
			  b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
			  c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
			  d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
			  e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.		

Domain Writing Applications	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS

			f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
			
			9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
			   a. Apply g*rades 11–12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
			   b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").		

	2.3 Write reflective compositions:
	  a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
	  b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important
			3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
			  a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
			  b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
			  c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and
				Yes	CCS #3 - does not directly reference communicating the significance of the event/s to the audience as does in CAS 2.1.
					-CA 2.3 does not have the equivalent of CCS #3e.
					CCS #3 - does not directly reference communicating the significance of the event/s to the audience as does CAS 2.3.
					CCS #3 does not address CA 2.3b or c, the aspects that make a reflective essay, not just a narrative.

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Domain Writing Applications	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
	beliefs or generalizations about life. c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.		outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 4th grade CCS 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. 8th grade CCS 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.		CA 2.3 does not include CCS #3e. CCS #9a - only if narrative makes a connection between what it is detailing, comparing it to something in literature..
	2.4 Write historical investigations: a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition. b. Analyze several historical records of a single event, examining critical relationships between		**2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.** **a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.** **b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or**	Yes	CCS #2f is not listed in CA 2.4. CCS #2e coverage is implied in CCS #8. CCS #2f – Not evident in CAS. CCS #2 - Lack of primary and secondary sources referenced; however, CC#9b implies this coverage. Corresponding standards exist in H/SS standards

Domain Writing Applications	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
	elements of the research topic. c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation. d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources. e. Include a formal bibliography.		other information and examples appropriate to the audience's knowledge of the topic. **c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.** **d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.** **e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.** **f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).** **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.)** **5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.** **6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.** **7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or**		

Domain Writing Applications	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS

			broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
			
			8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
			
			9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
			   a. Apply *grades 11–12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
			   b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").		

	2.5 Write job applications and resumes:
	   a. Provide clear and purposeful information and address the intended audience appropriately.
			2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
			   a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to
				Partial	CCS #2 does not address the task put forward in CA 2.5 (writing job applications and resumes). CCS #2f is not directly stated in CA 2.5

Domain Writing Applications	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
	b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension. c. Modify the tone to fit the purpose and audience. d. Follow the conventional style for that type of document and use page formats, fonts, and spacing that contribute to the readability and impact of the document.		create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. **Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.** c. **Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.** d. **Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.** e. **Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.** f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 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.)** 5. **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.**		

Domain Writing Applications	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
			6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.		
	2.6 Deliver multimedia presentations: a. Combine text, images, and sound and draw information from many sources (e.g., television, broadcasts, videos, films, newspapers, magazine, CD-ROMs, the Internet, electronic media-generated images). b. Select an appropriate medium for each element of the presentation. c. Use the selected media skillfully, editing appropriately and monitoring for quality. d. Test the audience' response and revise the presentation accordingly.		2. Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Yes	CA 2.6d is not directly addressed in the CCS. CCS #2f is not directly stated in CA 2.6. Corresponding standards exist in H/SS and S/T standards.

Domain Writing Applications	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
			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.)		
			5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.		
			6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.		
			8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.		
			9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grades 11–12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional		

Domain Writing Applications	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
			principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).		

Domain Written/Oral English Language Conventions	CA ELA Standard	Core Strand	Common Core Standards (CCS)	Alignment?	Comments in reference to CCS

Grammar and Mechanics	1.1 Demonstrate control or grammar, diction, and paragraph and sentence structure and an understanding of English usage.	**Language**	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
			   a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
			   b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage*) as needed
			
			2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
			   a. Observe hyphenation conventions.
			   b. Spell correctly.
			
			3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
			   a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
				Yes	Language Progressive Skills Chart can be consulted to check conventions. The chart identifies the skills that are taught at each grade level and those that are expected to continue with increasing sophistication each year.

Manuscript Form	1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.		2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
			   a. Observe hyphenation conventions.
			   b. Spell correctly.
				Yes	

	1.3 Reflect appropriate manuscript requirements in writing.		3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	Yes	-In 9th/10th CCS#3 clearly mentions guidelines in a style manual. The 11th/12th grade, though not the same language, refers to use of a style manual.

Domain Listening/ Speaking	CA ELA Standard	Core Strand	Common Core Standards (CCS)	Alignment?	Comments in reference to CCS
Comprehension	1.1 Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).	**Listening/ Speaking**	2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. 5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Partial	Much of #1 is in preparation for collaborative class discussions. There is more emphasis on students' thoughtful verbalizing in the CCs. This only place 1a is addressed is in CA 1.1. CCS #2-The CCS deals with use of sources.
	1.2 Analyze the impact of media on the democratic process (e.g., exerting influence on elections, crating images of leaders, shaping attitudes) at the local, state, and national levels.		2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	Partial	CCS #2 – The CCS relates to integrating sources from diverse formats and media, impacts informed decisions and evaluating the credibility of sources.
	1.3 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image-makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).		2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	Partial	CCS #2-#3 -The critical elements of interpreting and evaluating are in these CCs but not as they relate to "visual" image makers.
Organization and Delivery	1.4 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.		4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a	Partial	CCS #4 - CAS is more specific about necessary delivery elements than the CCS.

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Domain Listening/ Speaking	CA ELA Standard	Core Strand	Common Core Standards (CCS)	Alignment?	Comments in reference to CCS
			range of formal and informal tasks. 5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.		

	1.5 Distinguish between and use various forms of classical and contemporary logical arguments, including:
	  a. Inductive and deductive reasoning
	  b. Syllogisms and analogies
				No	-There is no specific mention of <u>classical or contemporary</u> logical arguments in CCS #1.

	1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.			No	CCS #3 – References "rhetoric" but only as it relates to listeners evaluating a speaker's presentation. The CCS do not refer to ethos, pathos, and logos from a presenter's point of view.
	1.7 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.			No	CCS #5-#6 – This CCS does not make a specific reference to rehearsing. -"Skillful artistic staging" not evident in this CC.

	1.8 Use effective and interesting language, including:
	  a. Informal expressions for effect
	  b. Standard American English for clarity
	  c. Technical language for specificity
			6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
			
			#6 - Language Standards.
			  Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the
				Yes	CA 1.8 makes reference to informal expression, which is not evident in this CC.

Domain Listening/ Speaking	CA ELA Standard	Core Strand	Common Core Standards (CCS)	Alignment?	Comments in reference to CCS
			college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
	1.9 Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.		#4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. 6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	Partial	CCS #4 The CCS does not directly refer to use of research to justify strategies, nor does if refer to gesture or movement.
	1.10 Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.		5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Yes	The difference here is CA 1.10's use of "Evaluate" as opposed to CCS #5's use of "Make strategic use of…"
Analysis and Evaluation	1.11 Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on an audience.		3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	Yes	Vocabulary in this CCS differs from that in CA 1.11.
	1.12 Identify logical fallacies used in oral addresses (e.g., attack *ad hominem*, false causality, red herring, overgeneralization, bandwagon effect).		2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	No	

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Domain Listening/ Speaking	CA ELA Standard	Core Strand	Common Core Standards (CCS)	Alignment?	Comments in reference to CCS
	1.13 Analyze the four basic types of persuasive speech (e.g., propositions of fact, value, problem or policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.		3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	Partial	CCS #3 –There is no direct reference to types of persuasive speeches in this CC, past the point of evaluating a speaker's point of view.
	1.14 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds".		2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. 5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Yes	CA 1.14 asks students to evaluate effectiveness, as it relates to the speaker's audience. This is not stated in this CCS.

Domain Listening/ Speaking Applications	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS

	2.1 Deliver reflective presentations:
	a. Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion).
	b. Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life.
	c. Maintain a balance between describing the incident and relating it to more general, abstract ideas.
		Listening/ Speaking	#3 Writing Standards – with attention given to the elements that make a reflective a reflective.
			3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
			  a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
			  b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
			  c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
			  d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
			  e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
				Implied	- The standards as a whole also emphasize the interconnectedness of the standards. Since each type of speech in the CA standards is covered through the writing, it is implied that they will be included as L&S standards are addressed in class.
					
					- The CCS do not explicitly specify "formal speeches," however, it does imply, through CCS #4-#6, that a more formal type of speech should be expected, e.g., CCS #4 Present information, findings, and supporting evidence conveying a clear and distinct perspective, following a line of reasoning… with

	2.2 Deliver oral reports on historical investigations: a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.		#2 Writing Standards Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole;	Implied as it relates to an informative or explanatory writing domain	

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Domain Listening/ Speaking Applications	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
	b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic. c. Explain the perceived reason or reasons for the similarities and difference by using information derived from primary and secondary sources to support or enhance the presentation. d. Include information on all relevant perspectives and consider the validity and reliability of sources.		include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Implied as it relates to an informative or explanatory writing domain	organization, development, substance, and style appropriate to purpose, audience, and task. CCS #5 Make strategic use of digital media… to enhance understanding of findings, reasoning, and evidence and to add to interest. #6 Adapt speech to a variety of contexts and tasks…
	2.3 Deliver oral response to literature: a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable) b. Analyze the imagery, language, universal themes, and unique		#1 Writing Standards Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's	Implied	

Domain Listening/ Speaking Applications	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
	aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies). c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works. d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created. e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.		knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. #2 Writing Standards Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.		

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Domain Listening/ Speaking Applications	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
			e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).		
	2.4 Deliver multimedia presentations : a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images. b. Select an appropriate medium for each element of the presentation. c. Use the selected media skillfully, editing appropriately and monitoring for quality. d. Test the audience's response and revise the presentation accordingly.		**#1 Writing Standards** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. **#2 Writing Standards** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly	Implied	

Domain Listening/ Speaking Applications	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
			and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).		
	2.5 Recite poems selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect to demonstrate an understanding of meaning		#2 Writing Standards Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole;	Implied	

Domain Listening/ Speaking Applications	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
	(e.g., Hamlet's soliloquy "To Be or Not to Be").		include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).		

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Common Core Standards not found in 11ᵗʰ/12ᵗʰ CA ELA Standards

Core Strand	Common Core Strand
Reading/Informational Text – Integration of Knowledge and Ideas	8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses). 9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
Reading/Literature	3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). 5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. 6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). 7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) 9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
Reading/Literature – Narrative Analysis	7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
Writing – Text Types and Purposes	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Core Strand	Common Core Strand
Writing – Text Types and Purposes	2a-e and Writing/HST a-e 2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
Writing – Text Types and Purposes	3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Writing – Text Types and Purposes	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Writing – Text Types and Purposes	2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
Writing – Range	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
Writing – Text Types and Purposes	2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
Writing – Text Types and Purposes	3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Speaking- Comprehension and Collaboration	1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Core Strand	Common Core Strand
Speaking- Comprehension and Collaboration Speaking- Comprehension and Collaboration	a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CA ELA Standards not found in Common Core Standards

Core Strand	CA Standard
Literary Response/Analysis – Narrative Analysis	3.6 *Analyze the way in which authors through the centuries have used archetypes* drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy *Macbeth*).
Writing – Applications / Multimedia Presentations	2.6 Deliver multimedia presentations: d. *Test the audience' response and revise the presentation accordingly.*

Speaking- Organization and Delivery
 	
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	1.5 Distinguish between and use *various forms of classical and contemporary logical arguments, including:*
	     a. *Inductive and deductive reasoning*
	     b. *Syllogisms and analogies*
	
	 1.7 *Use appropriate rehearsal strategies* to pay attention to performance details, achieve command of the text, and create skillful artistic staging.

Language-Vocabulary	1.2 *Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes* to draw inferences concerning the meaning of scientific and mathematical terminology.