

California's Common Core State Standards

English Language Arts

and

**Literacy in History/Social Studies,
Science, and Technical Subjects**

This PowerPoint presentation was prepared by the
CSU Center for the Advancement of Reading
(CAR; www.calstate.edu/car).

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Purpose of the Presentation

This presentation addresses in brief the following questions:

- ❖ What are the College and Career Readiness (CCR) Anchor Standards?
- ❖ What are the Common Core State Standards (CCSS)?
- ❖ What key shifts in English Language Arts and literacy instruction do the CCSS represent?
- ❖ How are the CCSS organized?
- ❖ What is the relationship between the CCR Anchor Standards and the CCSS?
- ❖ What are the next steps in implementation of the CCSS in California?
- ❖ Where can I find additional information and resources?

Background

In 2009, the Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA) released a draft of College and Career Readiness (CCR) standards in reading, writing, speaking, listening, language, and mathematics.

The CCR anchor standards are cross-disciplinary expectations that must be met for students to succeed in college and the workforce.



The CCR anchor standards for reading, writing, speaking and listening, and language are presented on the next several slides. They provide the foundation for the Common Core State Standards.



College & Career Readiness Anchor Standards

Strands	Reading	Writing	Speaking & Listening	Language
Sections / Subheadings	Key Ideas & Details (1-3)	Text Types & Purposes (1-3)	Comprehension & Collaboration (1-3)	Conventions of Standard English (1-2)
	Craft & Structure (4-6)	Production & Distribution of Writing (4-6)	Presentation of Knowledge & Ideas (4-6)	Knowledge of Language (3)
	Integration of Knowledge & Ideas (7-9)	Research to Build & Present Knowledge (7-9)		Vocabulary Acquisition & Use (4-5)
	Range of Reading & Level of Text Complexity (10)	Range of Writing (10)		

College and Career Readiness Anchor Standards for **Reading**

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

College and Career Readiness Anchor Standards for **Reading**

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

College and Career Readiness Anchor Standards for **Reading**

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

College and Career Readiness Anchor Standards for **Reading**

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.



College and Career Readiness Anchor Standards for **Writing**

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

College and Career Readiness Anchor Standards for **Writing**

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

College and Career Readiness Anchor Standards for **Writing**

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

College and Career Readiness Anchor Standards for **Writing**

Range of 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 tasks, purposes, and audiences.



College and Career Readiness Anchor Standards for **Speaking and Listening**

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

College and Career Readiness Anchor Standards for **Speaking and Listening**

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for **Language**

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

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.

College and Career Readiness Anchor Standards for **Language**

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

College and Career Readiness Anchor Standards for **Language**

Vocabulary Acquisition and Use (cont.)

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

The Common Core State Standards

Common Core State Standards for English Language Arts (ELA) and Mathematics were developed under the direction of the CCSSP and NGA.

The Standards are grade-specific **K-12** standards that support the CCRs. Each Common Core Standard is linked to a CCR standard.

The Common Core State Standards Mission Statement*

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

*from www.corestandards.org

Capacities of Literate Individuals

As students advance through the grades and master the standards [in ELA]..., they should be able to exhibit with increasing fullness and regularity these capacities (or habits of mind) of the literate individual*:

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

from www.corestandards.org and www.ccsso.org

The Common Core Standards

The Common Core State Standards are

- research and evidence based;
- aligned with college and work expectations;
- rigorous; and
- internationally benchmarked.



Key Shifts Required by the CCSS for English Language Arts and Literacy*

1. Building knowledge through content-rich nonfiction and informational texts
2. Reading and writing grounded in evidence from text
3. Regular practice with complex text and its academic vocabulary

*from www.achievethecore.org



Adoption of the Common Core State Standards

Adoption by states is voluntary.

The Common Core State Standards are intended to be adopted in their entirety. However, states may augment the standards so that 15% of the total are additional standards.



California and the Common Core State Standards

California created an Academic Content Standards Commission (ACSC) to review the standards. The ACSC recommended adoption, with additions.



The amended standards were formally adopted by the California State Board of Education on August 2, 2010.

The standards are referred to as the Common Core State Standards (CCSS) with California additions or California's Common Core State Standards.

California's Additions

California added standards related to the following:

- formal presentations (grades 1-12)
- penmanship (grades 2-4)
- analysis of text features in informational text (grades 6-12)
- career documents (grade 8)



Organization of the Common Core State Standards

English Language Arts



Main Sections

	K-5 English Language Arts	6-12 English Language Arts	6-12 History/Social Studies/Science/Technical Subjects
Strands	<p>Reading</p> <p>3 Components:</p> <ul style="list-style-type: none"> • Reading Literature • Reading Informational Text • Foundational Skills 	<p>Reading</p> <p>2 Components:</p> <ul style="list-style-type: none"> • Reading Literature • Reading Informational Text 	<p>Reading</p> <p>2 Components:</p> <ul style="list-style-type: none"> • Literacy in History/Social Studies • Literacy in Science and Technical Subjects
	Writing	Writing	Writing
	Speaking and Listening	Speaking and Listening	--
	Language	Language	--

K-5 Reading Strand

	Reading Standards for Literature	Reading Standards for Informational Text	Reading Standards: Foundational Skills
Sections	Key Ideas and Details*	Key Ideas and Details*	Print Concepts
	Craft and Structure*	Craft and Structure*	Phonological Awareness
	Integration of Knowledge and Ideas*	Integration of Knowledge and Ideas*	Phonics and Word Recognition
	Range of Reading and Level of Text Complexity*	Range of Reading and Level of Text Complexity*	Fluency

*Sections reflect CCR anchor standards. The two remaining main sections (see previous slide) also are organized by the CCR standards.

Example of a Standard

Section: English Language Arts K-5

Strand: Reading (Component: Foundational Skills)

Category: Print Concepts

Grade: 1

Standard:

1. Demonstrate understanding of the organization and basic features of print.
 - a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).



The Relationship Between the CCR Standards and CCSS

CCR Standards are supported by CCSS across grade levels.

For example, progress toward the CCR standard on the next slide is evident in CCSS in grades K-5 (reading literature and informational text), 6-12 (reading literature and informational text), literacy in history/social studies, and literacy in science and technical subjects.





CCR Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Reading Literature K-5: Standard 1*

Grade	Standard
K	With prompting and support, ask and answer questions about key details in a text.
1	Ask and answer questions about key details in a text.
2	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
3	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
4	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
5	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

*Identical to Reading Informational Text K-5: Standard 1

Reading Literature 6-12: Standard 1*

Grade	Standard
6	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
7	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
8	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
9-10	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
11-12	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.

*Identical to Reading Informational Text 6-12: Standard 1

Literacy in History/Social Studies 6-12: Reading Standard 1

Grade	Standard
6-8	Cite specific textual evidence to support analysis of primary and secondary sources.
9-10	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
11-12	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.

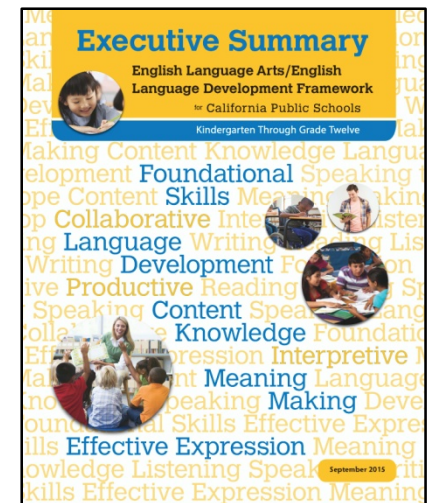
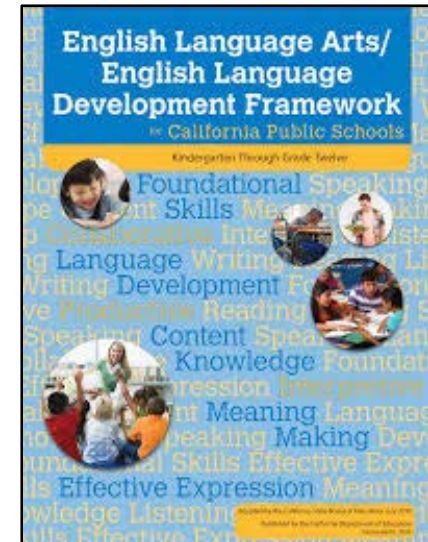
Literacy in Science and Technical Subjects 6-12: Reading Standard 1

Grade	Standard
6-8	Cite specific textual evidence to support analysis of science and technical texts.
9-10	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
11-12	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

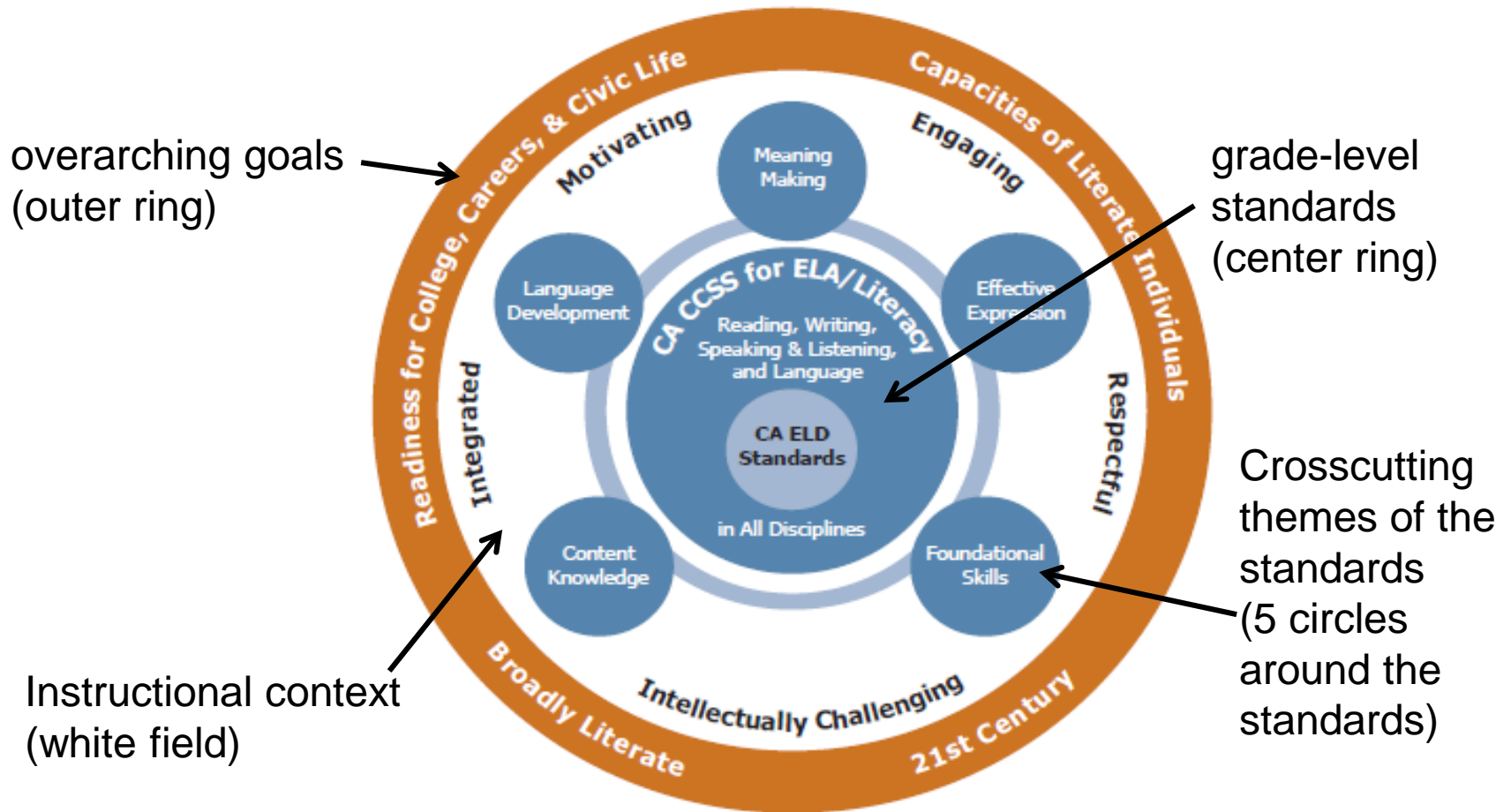
Standards Implementation

Guidance for implementation of the standards is provided in the *English Language Arts-English Language Development Framework for California Public Schools, Kindergarten Through Grade Twelve* (referred to as the ELA/ELD Framework), which was adopted by the California State Board of Education in 2014.

An *executive summary* was developed in 2015.



California's Vision for Implementation



See a discussion of this graphic in Chapter 2 of the [ELA/ELD Framework](#).

Resources Supporting Implementation

- [ELA/ELD Framework](#)
- [Executive Summary of the ELA/ELD Framework](#)
- [instructional materials](#)
- [assessment](#)
- [professional learning](#)



For More Information and Resources

California Department of Education

<http://www.cde.ca.gov/ci/cc/>

Common Core State Standards Initiative

www.corestandards.org

Achieve the Core

www.achievethecore.org

ASCD “Get to the Core” Webinar Series

www.ascd.org/professional-development/webinars/common-core-webinars.aspx

Smarter Balanced Assessment Consortium (SBAC)

www.smarterbalanced.org