

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	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p> <p>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.</p> <p>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).</p>	Yes	No mention of idiom, analogy, metaphor, simile

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	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	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>).</p> <p>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.</p> <p>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).</p>	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	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find</p>	Yes	CCS #4 determines word meaning using variety of strategies.

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			<p>the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>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).</p>		
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	<p>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.</p> <p>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.</p> <p>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.</p>	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	<p>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.</p> <p>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.</p> <p>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.</p>	Yes	

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	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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	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 6 th & 7 th grades.

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	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 6 th and 7 th 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.

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	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
	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	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

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			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	

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			<p>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.</p> <ul style="list-style-type: none"> 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	

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2.0 Writing Applications	2.1 Write biographies, autobiographies, short stories or narratives: <ol style="list-style-type: none"> 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. <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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. <ol style="list-style-type: none"> a. Apply <i>grade 8 Reading standards</i> 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 <i>grade 8 Reading standards</i> 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.

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

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	<p>knowledgeable judgment).</p> <p>b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion.</p> <p>c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.</p>		<p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>		
	<p>2.5 Write documents related to career development, including simple business letters and job applications:</p> <p>a. Present information purposefully and succinctly and meet the needs of the intended audience.</p> <p>b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).</p>	Writing		No	
	<p>2.6 Write technical documents:</p> <p>a. Identify the sequence of</p>	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	

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	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 7 th 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

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	1.5 Use correct punctuation and capitalization.	Language	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly. 	Yes	

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 <i>purpose</i> of information, the <i>motives</i> behind the presentation and evaluating the <i>validity</i> and <i>sufficiency</i> 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	

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	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.

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	1.8 Evaluate credibility of a speaker (e.g., hidden agendas, slanted or biased material).	Speaking and Listening	<p>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.</p> <p>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.</p>	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

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	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	

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
	<p>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.</p> <p>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	
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: <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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.