



ELA Common Core State Standards

Santa Barbara Unified School District



Design and Organization

Introduction

- Description of capacities of a literate student (e.g., demonstrate independence, come to understand other perspectives and cultures)

Three main sections

- K–5 cross-disciplinary
- 6–12 English language arts
- 6–12 literacy in history/social studies, science, and technical subjects

Three appendices

A: Research and evidence; glossary of key terms

B: Reading text exemplars; sample performance tasks

C: Annotated student writing samples



ELA Key Advances

Reading

- Balance of literature and informational texts
- Text complexity

Writing

- Emphasis on argument and informative/explanatory writing
- Writing about sources



English Language Arts Instructional Shift

Common Core Classroom

Informational texts prepare for
college and career

Cross-content literacy

ELA taught in **collaboration**



Traditional Classroom

Focus on literature (fiction)

Literary skills (identifying terms
and devices like theme)

ELA taught in **isolation**



Comparison of CCSS and CST Grade Level Focal Points

California Standards (Currently used)

ELA: Grade 4

1. Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.
2. Create multiple-paragraph compositions:
 - a) Provide an introductory paragraph.
 - b) Establish and support a central idea with a 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 indentation.
3. Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, posing and answering a question).

CCSS Standards

Writing Grade 4

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - b) Provide reasons that are supported by facts and details.
 - c) Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
 - d) Provide a concluding statement or section related to the opinion presented.



Secondary ELA CCSS

Two content area-specific sections for grades 6–12:

- one for English-language arts
- one for literacy in history/social studies, science and technical subjects.



Common Core State Standards: What's New?

- Integrated
- Interdisciplinary
- Aligned to college and career readiness skills
- Continuous and consistent



Organization of the Standards

1997 CA Standards 4 Domains	2010 Common Core 4 Strands
Reading (includes vocabulary)	Reading
Writing	Writing
Written and Oral Language Conventions	Language (includes vocabulary)
Listening and Speaking	Speaking and Listening



ELA Standards

Reading Standards	Writing Standards
<p>Reading standards are in two components:</p> <ul style="list-style-type: none">• Literature• Informational text <p>And also in two <i>Literacy</i> components:</p> <ul style="list-style-type: none">• Literacy in History/Social Studies• Literacy in Science/Technical Subjects	<p>The four writing sections:</p> <ol style="list-style-type: none">1. Text Types and Purposes2. Production and Distribution of Writing3. Research to Build and Present Knowledge4. Range of Writing



ELA Standards

Speaking/Listening Standards	Language Standards
<p>The two sections are:</p> <ol style="list-style-type: none">1.Comprehension and Collaboration2.Presentation of Ideas and Knowledge	<p>The three sections are:</p> <ol style="list-style-type: none">1.Conventions of Standard English2.Knowledge of Language3.Vocabulary Acquisition and Use



ELA Common Core State Standards

- The ELA Common Core State Standards is an integrated approach that is geared towards helping the student become a literate person in the 21st century.
- Students who master the standards will be fluent readers, critical thinkers, informative writers, effective speakers, and engaged listeners.
- They will also use technology as a source of information and a means of communication.

