

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	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>	Yes	<p>Metaphor/similes are introduced in 3rd grade.</p> <p>CCS provides skills practice in subsequent grades.</p>
	1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.	Vocabulary	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 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>belligerent, bellicose, rebel</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	

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	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 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>belligerent, bellicose, rebel</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	<p>CCS offers strategies to determine word meaning. Standard 4 runs through all 6-8 strands, including H/SS and S/T.</p> <p>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.</p> <p>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 <i>grades 6–8 texts and topics</i>.</p>

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 5 th 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 4 th 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	<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> 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. <p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul 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. 	Yes	<p>CCS discuss process and on-demand writing.</p> <p>CCS includes expository writing standards while CAS specifies them in grade 6.</p>

Domain: Writing Strategies	CA ELA Standard	Core Strand: Writing	Common Core Standards (CCS)	Alignment?	Comments in Reference to CCS
			<ul style="list-style-type: none"> 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. <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		
	1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.	Writing	<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> 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.

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			<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>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.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>		
	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,

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	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 <i>grade 7 Reading standards</i> 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, <i>Reader’s Guide to Periodical Literature</i> , 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.

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	<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</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), 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>	Yes	<p>H/SS S/T: #1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>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.</p> <p>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.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p>

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					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	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p>	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 8 th grade standard.
	1.3 Identify all parts of speech and types and structure of sentences.	Language Conventions	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p>	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/Capitalization	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	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>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.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	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 <i>grade 7 topics, texts, and issues</i> , 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

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	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 <i>grade 7 topics, texts, and issues</i> , 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, <i>Reader's Guide to Periodical Literature</i> , 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 <i>grade 7 topics, texts, and issues</i> , 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 <i>grade 7 topics, texts, and issues</i> , 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 5 th 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 4 th 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 7 th 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 6 th 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 7 th grade CA ELA standards.
Language-Vocabulary	5b. Distinguish word from other words with similar denotations but different connotations	CA 9 th 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 7 th 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 7 th grade Writing Application Standard 2c. Anticipate and address reader concerns and counterarguments.	Not found in CCS 7 th grade ELA standards.
Listening and Speaking 1.2 Determine the speaker’s attitude toward the subject.	Not found in CCS 7 th grade ELA standards.