

The Common Core State Standards provide all students with an integrated approach to literacy, as opposed to discrete separations among the skills of reading, writing, speaking and listening, and language. Adapted from the state of Washington, this *Map of Skills and Concepts* shows what students should know and be able to do when they exit California’s K-12 system; it represents the destination for their literacy learning.

English Language Arts/Literacy Common Core State Standards for California: *Map of Skills and Concepts for Grades K-12*

| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9-10 | 11-12 |
|--|---|---|---|---|---|--|---|---|------|-------|
| <p>Reading Standards: Foundational Skills <i>Focus on teaching the basic conventions of the English writing system.</i></p> | | | | | | <p><i>*Although foundational skills are not explicitly addressed in secondary, students who struggle with these skills may need further support in grades 6-12.</i></p> | | | | |
| <ul style="list-style-type: none"> ✓ Print Concepts – Grades K-1 ✓ Phonological Awareness – Grades K-1 ✓ Phonics and Word Recognition – Grades K-5 ✓ Fluency – Grades K-5 | | | | | | | | | | |
| <p>Reading Standards: Literature and Informational Texts <i>Focus on teaching reading skills to engage with rigorous texts across a broad spectrum of content; balance the range of text types that students read.</i> <i>*Percentages represent comprehensive use (teaching, learning, and student production) across a school year (and within the school day for secondary students).</i></p> | | | | | | | | | | |
| <ul style="list-style-type: none"> ✓ Balance in Grades K-5 = 50% literature; 50% informational text | | | | | | <ul style="list-style-type: none"> ✓ Balance in Grades 6-8 = 45% literature; 55% informational text ✓ Balance in Grades 9-12 = 30% literature; 70% informational text | | | | |
| <p>Writing Standards <i>Focus on teaching the processes of writing and responding to a range of text types within three main genres – opinion/argument, informative/explanatory, and narrative.</i> <i>*Percentages represent comprehensive use (teaching, learning, and student production) across a school year (and within the school day for secondary students).</i></p> | | | | | | | | | | |
| <p>Balance of writing types, including writing in the content areas <ul style="list-style-type: none"> ✓ Grades 2-5 = 30% opinion; 35% informative/explanatory; 35% narrative <p>Grade K – uses a combination of drawing, dictating, and writing in all three genres Grade 1 – writes in all three genres, but not expected to produce writing in which the development and organization are appropriate to task and purpose</p> </p> | | | | | | <p>Balance of writing types, including writing in the content areas <ul style="list-style-type: none"> ✓ Grades 6-8 = 35% argument; 35% informative/explanatory; 30% narrative ✓ Grades 9-12 = 40% argument; 40% informative/explanatory; 20% narrative </p> | | | | |
| <p>Speaking and Listening Standards <i>Focus on teaching 21st Century Skills through conversations, presentations, and digital media. Additional foci include comprehension and collaboration, presentation of knowledge and ideas, and evaluating a speaker’s point of view.</i></p> | | | | | | | | | | |
| <p>Language Standards <i>Focus on teaching conventions of standard English in speech and writing, knowledge of language in different contexts, and formal and informal vocabulary acquisition.</i></p> | | | | | | | | | | |
| <p><i>*Although Literacy Standards in History/Social Studies, Science, and Technical Subjects are not explicitly addressed in elementary, there are still cross-disciplinary literacy expectations for reading and writing. See Appendix B for text exemplars that build literacy in History/Social Studies, Science, and Technical Subjects for grades K-12.</i></p> | | | | | | <p>Literacy Standards in History/Social Studies, Science, and Technical Subjects <i>Focus on teaching key ideas and details, craft and structure, and integration of knowledge for discipline-specific texts. Teach skills in organizing ideas, sourcing, reasoning, stating claims and counterclaims, drawing evidence from text, analysis, and conducting research. Emphasize the role of argumentative and informative/explanatory writing in these subjects.</i></p> | | | | |