

College- and Career-Ready Students

A focus on engaging and motivating teens is critical for success as these emerging adults prepare for college and careers. Students are supported to explore literature, informational text, and topics of individual interest and relevance to expand their knowledge, connect to their peers and cultures, and develop their individual identities. The standards continue to build higher, more sophisticated expectations for students as they work toward college and career readiness by the end of grade twelve.

Students ready for college, careers, and civic life demonstrate the following capabilities as literate individuals. They (1) demonstrate independence; (2) build strong content knowledge; (3) respond to the varying demands of audience, task, purpose, and discipline; (4) comprehend as well as critique; (5) value evidence; (6) use technology and digital media strategically and capably; and (7) come to understand the perspectives of others. In preparation for today's global society, they are encouraged to be broadly literate—reading, watching, and listening for pleasure, information, and inspiration and communicating knowledgeably, powerfully, and responsively.



To help your student become broadly literate:

- ▶ Encourage reading everywhere about anything of interest. Share your favorite classic books or a newsworthy article; visit libraries and local book stores for a variety of books, genres, and text types (newspapers, magazines, journals). Model and support daily journal writing.
- ▶ Discuss current issues or topics, asking open-ended questions about what your student thinks and the reasons why. Talk about what your student is learning and plans for the future. Develop shared areas of interest to experience and investigate, such as movies, songs, books, sports, or art.

For more information on the California Common Core State Standards for ELA/Literacy and ideas for helping your student succeed, check out these resources:

- ▶ The Common Core Resources Web page is available online at <http://www.cde.ca.gov/re/cc/>. Start by clicking on the Students/Parents tab.
- ▶ The California Common Core State Standards for ELA/Literacy are available online at <http://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf>.
- ▶ The ELA/ELD Framework for California Public Schools is available online at <http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>.

Produced for the Consortium for the Implementation of the Common Core State Standards under the leadership of the Curriculum Frameworks and Instructional Resources Division of the California Department of Education and the Sacramento County Office of Education.



What Your Student Will Learn:

California Common Core State Standards for ELA/Literacy

Students will engage in new and challenging literacy experiences as they develop skills and knowledge under the California Common Core State Standards for English Language Arts/Literacy. The standards are organized around four strands—Reading, Writing, Speaking and Listening, and Language—which define what students are expected to learn by the end of each grade span (e.g., 9–10 and 11–12).

Introduced to students in grades six through eight, and further developed in grades nine through twelve, are specific literacy standards in history/social studies, science, and technical subjects for the strands of reading and writing. These literacy standards extend across the different subject-area classes. Learning focuses on three new emphases: (1) building knowledge through content-rich informational text; (2) reading, writing, and speaking grounded in evidence from different texts, both literary and informational; and (3) engaging in group and individual reading and research activities centered on more complex texts and developing academic language and discipline-specific vocabulary.

Reading and Writing Across Content Areas

High school students are expected to analyze, evaluate, and address multiple authors, sources, motivations, representations, perspectives, themes and ideas, and interpretations as they read, write, speak, and listen. These same literary expectations cut across all subject areas as students participate in cross-disciplinary explorations and research projects. The examples below illustrate the reciprocal relationship between English/literacy skills and other content standards.

Content Area	Examples of Disciplinary Literacy
Career Technical Education, Energy, Environment, and Utilities	Students compare and contrast environmental laws and regulations that may have a positive or negative impact on the environment and the economy.
History/ Social Studies	Students describe the emergence of Romanticism in art and literature, social criticism, and the move away from Classicism in Europe.
Music	Students explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts.



Developing Language Skills

For students to express themselves, it is important they understand the beauty of language—how to choose words wisely, the impact of a well-crafted sentence, and how punctuation affects the pace of a written piece. Students demonstrate command of the conventions of English and apply that knowledge to make effective choices for meaning or style appropriate to that discipline, including varying sentences and syntax. In addition, they build understanding of figurative language, word relationships, and nuances in word meanings. Students:

- ▶ interpret figures of speech (e.g., euphemism and oxymoron in grades 9–10, hyperbole and paradox in grades 11–12) in context and analyze their role in the text;
- ▶ analyze nuances in the meaning of words with similar denotations (definitions).

Writing Effective Arguments

The development of effective communication skills is essential, including writing, presenting, discussion, and language skills. Writing effective arguments to support claims is crucially important to prepare students for college and careers. Examples of skills developed in grades 9–12 are listed below.

Grades	Improving Written Communication
9–10	Students develop claims and counterclaims fairly, supplying evidence for each while pointing out strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concern.
11–12	Students use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).

