

California English Language Arts Standards Alignment to:

- the Common Core State Standards (CCSS)
- the National Essential Skills Study (NESS)

Please note that the National Essential Skills Study (NESS) is only aligned to the California English language arts standards. The NESS descriptors are not intentionally aligned to the Common Core State Standards (CCSS) or their subparts. Any alignment between NESS descriptors and CCSS is coincidental.

California Language Arts Standards/Benchmarks Grade 9	Common Core English Language Arts Standards Strands/CCRS/CCSS Grades 9-10	National Essential Skills Study (NESS) Rankings
Reading		Rank
<p>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.</p>		
<p>1.1 Identify and use the literal and figurative meanings of words and understand word derivations.</p>	<p style="text-align: center;"><u>Reading Standards for Literature</u> Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p style="text-align: center;"><u>Reading Standards for Informational Text</u> Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>	E5

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1.1 <i>(Continued from previous page)</i>	<i>(Continued from previous page)</i> Language Standards Vocabulary Acquisition and Use 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	Rank	
1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.	Language Standards Vocabulary Acquisition and Use 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Analyze nuances in the meaning of words with similar denotations.	E5	Develop processes or techniques for building vocabulary, decoding unfamiliar words/texts, and understanding or remembering information by using such strategies as context clues, word structure, letter-sound relationships, word histories, and mnemonics.
1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word <i>narcissistic</i> drawn from the myth of Narcissus and Echo).	<i>There is no California English Language Arts Benchmark-Common Core alignment.</i>	E5	Develop processes or techniques for building vocabulary, decoding unfamiliar words/texts, and understanding or remembering information by using such strategies as context clues, word structure, letter-sound relationships, word histories, and mnemonics.

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<p>2.0 Reading Comprehension (Focus on Informational Materials) Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in <i>Recommended Literature, Grades Nine Through Twelve</i> (1990) illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information. In grades nine and ten, students make substantial progress toward this goal.</p>			
<p>2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.</p>	<p><u>Reading Standards for Informational Text</u> Craft and Structure 5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>	E31	Apply an understanding of graphics, layout, white space, italics, graphs, charts, and other visual aids to enhance informational reading, writing, or presenting.
<p>2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.</p>	<p><u>Writing Standards</u> Research to Build and Present Knowledge 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	E38	Evaluate an author’s uses of language (metaphors, analogies, etc.) and text characteristics (boldface, italics, parentheses, etc.) to aid comprehension.
		E27	Use and cite documented research in both print and nonprint presentations.