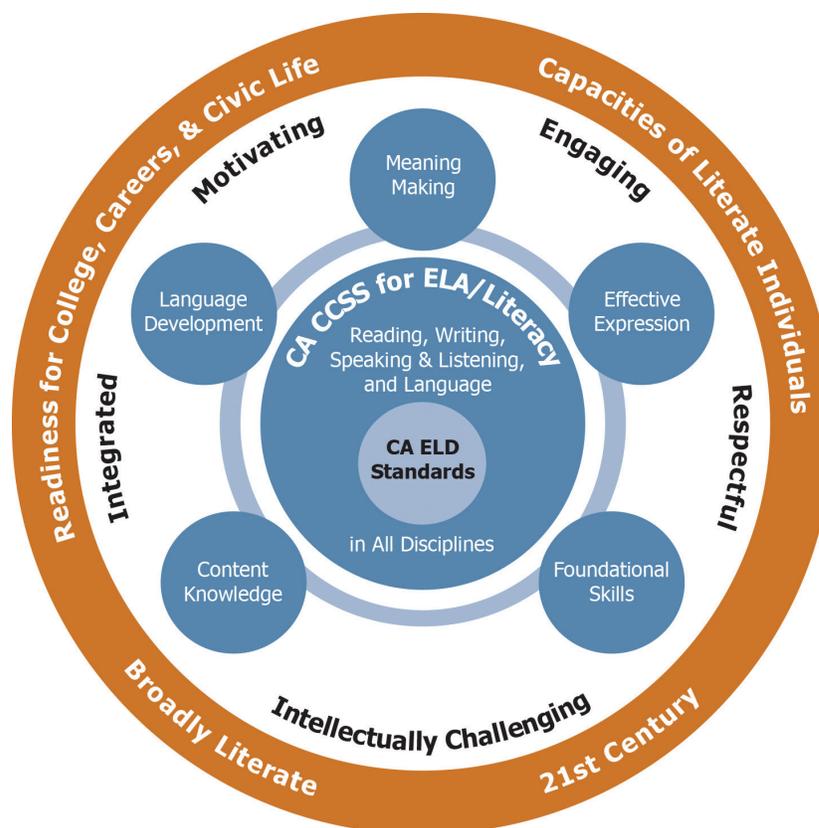**Figure 1.2. Circles of Implementation of ELA/Literacy and ELD Instruction**

The CA CCSS for ELA/Literacy call for increased rigor of thought and complexity of text; an intertwining of curriculum, instruction, and assessment; increased teacher professionalism and expertise to teach effectively, observe their students carefully, and scaffold student learning; and shared responsibility to integrate content, language, and literacy and to assess student progress and provide tailored instruction so that all students achieve. The CA CCSS for ELA/Literacy also call for rich instruction that skillfully combines related standards, inquiry-based learning, research, analysis of text and media, and use of textual evidence and effective arguments in writing. Through this instruction, students develop "the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new" (CDE 2013a, 3).

Organization and Structure of the CA CCSS for ELA/Literacy

The CA CCSS for ELA/Literacy are organized by strands, which include Reading, Writing, Speaking and Listening, and Language. In Reading, the standards are further divided by domains, including literature, informational text, and foundational skills (kindergarten through grade five only). Literacy standards for Reading and Writing are specified in history/social studies, science, and technical subjects. The sub-headings (or sub-strands) that organize the standards within each strand are consistent across the CCR Anchor Standards and the grade-level and grade-band standards. For example, the sub-strands in Reading are key ideas and details, craft and structure, integration of knowledge and ideas, and range of reading and level of text complexity; these appear in all grade levels and grade bands. Figure 1.3 provides an overview of the structure of the standards by strand, domain, sub-strand, and standards.