

Reading Anchor 10: Read and comprehend complex literary and informational texts independently and proficiently.

# CCRS for ELA Level C

GLE / Common Core Band	ATOS	Flesch-Kincaid	The Lexile Framework®	Reading Maturity
4 <sup>th</sup> -5 <sup>th</sup> (C)	4.97 – 7.03	4.51 – 7.73	740 – 1010	5.42 – 7.92

Reading <i>(Apply #1-9 to appropriately complex texts - see # 10.)</i>	Writing	Speaking & Listening	Language
<p><b>Anchor R1: Close Reading &amp; Evidence</b></p> <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>Anchor R2: Main Ideas, Development, &amp; Summaries</b></p> <p>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>Anchor R3: Analysis of connections &amp; development over a text</b></p> <p>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p><b>Anchor R4: Word meaning and choice</b></p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p><b>Anchor R5: Text structure analysis</b></p> <p>Describe the overall structure (<i>e.g., chronology, comparison, cause/effect, problem/solution</i>) of events, ideas, concepts, or information in a text or part of a text.</p> <p>Compare and contrast the overall structure (<i>e.g., chronology, comparison, cause/effect, problem/solution</i>) of events, ideas, concepts, or information in two or more texts.</p> <p><b>Anchor R6: Assess how point of view or purpose shapes the content and style of a text.</b></p> <p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p><b>Anchor R7: Take in and evaluate information from diverse media and formats</b></p> <p>Interpret information presented visually, orally, or quantitatively (<i>e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages</i>) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>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.</p> <p><b>Anchor R8: Claims, Evidence, Reasoning</b></p> <p>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p><b>Anchor R9: Multiple text analysis</b></p> <p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p><b>Anchor W1: Argumentative Writing &amp; Evidence</b></p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> <li>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</li> <li>Provide logically ordered reasons that are supported by facts and details.</li> <li>Link opinion and reasons using words, phrases, and clauses (<i>e.g., consequently, specifically</i>).</li> <li>Provide a concluding statement or section related to the opinion presented.</li> </ol> <p><b>Anchor W2: Informative/Explanatory Writing</b></p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (<i>e.g., headings</i>), illustrations, and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>Link ideas within categories of information using words and phrases (<i>e.g., another, for example, also, because</i>).</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Provide a concluding statement or section related to the information or explanation presented.</li> </ol> <p><b>Anchor W3: Narrative writing</b></p> <p><i>Note: Students’ narrative skills continue to grow in levels C-D-E as students work to incorporate narrative elements effectively into their arguments and informative/explanatory texts.</i></p> <p><b>Anchor W4: Clear, coherent, and appropriately styled writing</b></p> <p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><b>Anchor W5: Writing Process</b></p> <p>With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (<i>Editing for conventions should demonstrate command of Language standards 1–3 at this level.</i>)</p> <p><b>Anchor W6: Technology for interaction, collaboration, writing production &amp; publication</b></p> <p>With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p><b>Anchor W7: Research product</b></p> <p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p><b>Anchor W8: Research process, anti-plagiarism</b></p> <p>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p><b>Anchor W9: Evidence for analysis, reflection, and research.</b> (<i>Apply this standard to texts of appropriate complexity as outlined by Reading Standard 10.</i>)</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply Reading standards from this level to literature (<i>e.g., “Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text”</i>).</li> <li>Apply Reading standards from this level to informational text (<i>e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)”</i>).</li> </ol>	<p><b>Anchor SL1: Conversations &amp; Collaborations</b></p> <p>Engage effectively in a range of collaborative discussions (<i>one-on-one, in groups, and teacher-led</i>) with diverse partners, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ol> <p><b>Anchor SL2: Take in and evaluate information from diverse media and formats</b></p> <p>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>Anchor SL3: Evaluate a speaker</b></p> <p>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p><b>Anchor SL4: Presentations with clear reasoning and evidence</b></p> <p>Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><b>Anchor SL5: Visual presentations, multimedia</b></p> <p>Include multimedia components (<i>e.g., graphics, sound</i>) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p><b>Anchor SL6: Adapt speech / formal English</b></p> <p>Differentiate between contexts that call for formal English (<i>e.g., presenting ideas</i>) and situations where informal discourse is appropriate (<i>e.g., small-group discussion</i>); use formal English when appropriate to task and situation. (<i>See Language 1 &amp; 3 for specific expectations.</i>)</p>	<p><b>Anchor L1: Grammar &amp; usage</b></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</li> <li>Form and use the progressive (<i>e.g., I was walking; I am walking; I will be walking</i>) verb tenses.</li> <li>Use modal auxiliaries (<i>e.g., can, may, must</i>) to convey various conditions.</li> <li>Form and use the perfect (<i>e.g., I had walked; I have walked; I will have walked</i>) verb tenses.</li> <li>Use verb tense to convey various times, sequences, states, and conditions.</li> <li>Recognize and correct inappropriate shifts in verb tense.</li> <li>Order adjectives within sentences according to conventional patterns (<i>e.g., a small red bag rather than a red small bag</i>).</li> <li>Form and use prepositional phrases.</li> <li>Use correlative conjunctions (<i>e.g., either/or, neither/nor</i>).</li> <li>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> <li>Correctly use frequently confused words (<i>e.g., to, too, two; there, their</i>).</li> </ol> <p><b>Anchor L2: Capitalization, punctuation, and spelling</b></p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use correct capitalization.</li> <li>Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>Use punctuation to separate items in a series.</li> <li>Use a comma to separate an introductory element from the rest of the sentence.</li> <li>Use a comma to set off the words <i>yes</i> and <i>no</i> (<i>e.g., Yes, thank you</i>), to set off a tag question from the rest of the sentence (<i>e.g., It’s true, isn’t it?</i>), and to indicate direct address (<i>e.g., Is that you, Steve?</i>).</li> <li>Use underlining, quotation marks, or italics to indicate titles of works.</li> <li>Use a comma before a coordinating conjunction in a compound sentence.</li> <li>Spell grade-appropriate words correctly, consulting references as needed.</li> </ol> <p><b>Anchor L3: Language Choices for style, tone, and message</b></p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Choose words and phrases to convey ideas precisely.</li> <li>Choose punctuation for effect.</li> <li>Differentiate between contexts that call for formal English (<i>e.g., presenting ideas</i>) and situations where informal discourse is appropriate (<i>e.g., small-group discussion</i>).</li> <li>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> <li>Compare and contrast the varieties of English (<i>e.g., dialects, registers</i>) used in stories, dramas, or poems.</li> </ol> <p><b>Anchor L4: Vocabulary meaning and process</b></p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use context (<i>e.g., definitions, examples, restatements, cause/effect relationships and comparisons in text</i>) as a clue to the meaning of a word or phrase.</li> <li>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (<i>e.g., telegraph, autograph, photograph, photosynthesis</i>).</li> <li>Consult reference materials (<i>e.g., dictionaries, glossaries, thesauruses</i>), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ol> <p><b>Anchor L5: Figurative language, word relationships, and nuances</b></p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figurative language, including similes and metaphors, in context.</li> <li>Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>Use the relationship between particular words (<i>e.g., synonyms, antonyms, homographs</i>) to better understand each of the words.</li> </ol> <p><b>Anchor L6: Content Vocabulary acquisition &amp; use</b></p> <p>Acquire and use accurately level-appropriate general academic and domain-specific words and phrases, including those that:</p> <ul style="list-style-type: none"> <li>signal precise actions, emotions, or states of being (<i>e.g., quizzed, whined, stammered</i>).</li> <li>are basic to a particular topic (<i>e.g., wildlife, conservation, and endangered when discussing animal preservation</i>).</li> <li>signal contrast, addition, and other logical relationships (<i>e.g., however, although, nevertheless, similarly, moreover, in addition</i>).</li> </ul>
<p><b>Reading Standards: Foundational Skills for Level C</b></p> <p>The Reading Standards: Foundational Skills are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p>RF.3. Know and apply grade-level phonics and word analysis skills in decoding words: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (<i>e.g., roots and affixes</i>) to accurately read unfamiliar multisyllabic words in context and out of context.</p>			