

College and Career Readiness Standards for Adult Education

Susan Pimentel

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By
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CONTENTS

Acknowledgments.....	v
1. Introduction.....	1
Overview of Project.....	1
Rationale for the Project.....	2
2. Applicability of the Common Core to Adult Education.....	5
3. Process of Selecting College and Career Readiness Standards for Adult Education.....	7
4. The Results: College and Career Readiness Standards for English Language Arts and Literacy.....	9
Key Shifts in the Standards.....	9
Key Features of the ELA/Literacy Standards Charts.....	10
5. The Results: College and Career Readiness Standards for Mathematics.....	44
Key Shifts in the Standards.....	44
Key Features of the Mathematics Standards Charts.....	45
References.....	85
Appendix A. In-Depth Description of the Selection Process.....	89
Process Framework.....	89
Timeline of Deliberations.....	91
Appendix B. Connections Between Standards.....	95
Deliberate ELA/Literacy Redundancies and Repetition of Similar Content.....	95
Deliberate Selection of Mathematics Standards Repeating Similar Content.....	98
Appendix C. Rationales for the Selection of the Common Core.....	105
Rationales for the Selection of Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects by Domain.....	105
Rationales for the Selection of Standards for Mathematics by Conceptual Category.....	110
Appendix D. Understanding Text Complexity.....	117
Appendix E. Preparing Students for Science, Technology, Engineering, and Mathematics.....	119
Appendix F. Biographical Summaries.....	125
Project Lead and Author, <i>College and Career Readiness Standards for Adult Education</i>	125
Mathematics Facilitators.....	126
ELA/Literacy Panel Members.....	127
Mathematics Panel Members.....	132
Appendix G. Stakeholders and the Common Core Writers.....	139

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1 INTRODUCTION

Overview of Project

For over a decade, standards-based education has been an integral part of the Office of Vocational and Adult Education's (OVAE) program of national leadership activities to improve the quality of adult education and literacy programs nationwide. The standards-based education movement in adult education has resulted in communicating clearer expectations for students, using content standards to improve curriculum and instruction, and creating professional development to help staff develop the expertise to implement standards.

Standards-based education begins, of course, with the standards themselves. Clear standards allow educators to understand where to focus their efforts and shape overall instruction. Standards then are translated into curriculum and lessons for teaching the content of the standards to students. Classroom activities, assignments, and a range of formative and summative assessments all help determine whether or not students are absorbing the essential skills and knowledge included in the standards.¹

Building on OVAE's long commitment to promoting state-level institutionalization of adult education content standards, the central purpose of this effort—*Promoting College and Career Ready Standards in Adult Basic Education*—is to forge a stronger link among adult education, postsecondary education, and the world of work. It presents a starting point for raising awareness and understanding of the critical skills and knowledge expected and required for success in colleges, technical training programs, and employment in the 21st century.

While the academic standards developed by states in recent decades reflected broad agreement among experts about what was desirable for students to learn, they did not necessarily identify what was *essential* for students to know to be prepared for the rigors of postsecondary training, work, or citizenship. It was not until the development of the Common Core State Standards (CCSS) in 2010—to date adopted by 46 states for K–12 programs—that such a consensus emerged. Based on evidence from a wide array of sources, including student performance data, academic research, assessment data, and results of large-scale surveys of postsecondary instructors and

¹ For more information on standards-based education in adult education, see *A Process Guide for Establishing State Adult Education Content Standards* (American Institutes for Research 2005).

employers, the CCSS offer clear signposts indicating what is most important for college and career readiness (National Governors Association [NGA] 2010b, 2010c, pp. 91–93).

Thus, the CCSS were selected as the basis for the review and recommendations in this report. The report describes how these College and Career Readiness (CCR) standards can enable adult education programs to establish a framework for developing or updating their standards. The following questions guided the review:

1. What content in the area of English language arts and literacy (ELA/literacy) is most relevant to preparing adult students for success in higher education and training programs?
2. What content in the area of mathematics is most relevant to preparing adult students for success in higher education and training programs?
3. Which standards in each content area are most important for adult students?

In Sections 4 and 5 of this report, state administrators and instructors will find a set of CCR standards that reflect the answers these questions generated. It is important to note that this report does not specify a *required* set of national or federal standards; rather, it provides benchmarks aligned to the CCSS for states to consider in creating or evaluating their own adult education standards.

Rationale for the Project

The importance of college and career readiness for adult students cannot be overstated. Increasingly, students entering the workforce are discovering that they need critical knowledge and skills that are used on a regular basis. They recognize that pursuing a career pathway that pays enough to support a family and provides genuine potential for advancement hinges on being able to perform the complex tasks identified by the CCSS as critical for postsecondary success. Leading economists who have examined labor market projections note that key college and career ready knowledge and skills are closely linked to being able to get the training necessary to earn a living wage in high-growth industries (Carnevale and Desrochers 2002, 2003). It is crucial, then, that adult education programs provide students the opportunity to acquire these skills to pursue their long-term career aspirations and goals.

The CCSS are ambitious. In mathematics, they reflect content typically taught in both beginning and more advanced algebra and geometry courses, as well as in data analysis and statistics classes. The ELA/literacy standards demand robust analytic and reasoning skills and strong oral and written communication skills. It is understandable

that some educators may be daunted by the prospect of making academic requirements in adult education programs even more demanding. However genuine the concerns about setting the bar higher for college and career readiness, a willingness to act on what educators and employers have clearly identified as non-negotiable knowledge and skills is essential to enabling adult learners to meet the real-world demands of postsecondary training and employment.

The integration of CCR standards into adult education programs is intended to provide all adult students with the opportunity to be prepared for postsecondary training without needing remediation. To that end, the CCSS selected for inclusion here identify *beginning levels* of study, reaching students at their instructional levels upon program entry and positioning them for successful progress toward college and career readiness.

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2

APPLICABILITY OF THE COMMON CORE TO ADULT EDUCATION

The initial Common Core State Standards (CCSS) initiative was a state-led effort coordinated by the National Governors Association Center for Best Practices and the Council of Chief State School Officers to develop education standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects and Mathematics for voluntary state adoption. The CCSS differ in one noteworthy respect from earlier state standards efforts: the CCSS are anchored by empirical evidence of what employers and educators actually demand of prospective employees and students. Indeed, standards were selected only when the best available evidence indicated that their mastery was needed for college and career readiness (NGA 2010b, 2010c, pp. 91–93).

With 46 states adopting the CCSS, a full range of standards-based resources are being developed from which adult education can benefit. These include formative and summative assessments, instructional materials, teacher preparation, and professional development opportunities. In addition, publishers and assessment designers have considerable incentive to align materials carefully and closely, including textbooks, technology-based resources, and a range of formative and summative assessments. These materials will be more robust than any one state—or any one program—could afford to develop on its own.

While adult educators have expressed interest in the CCSS, they have also raised challenges to accepting outright for adult education the expansive list of K–12 standards. Limits on how much time most adult learners can devote to their learning are genuine; many students are interested in just-in-time learning and cannot devote time equal to a K–12 course of study spelled out in the standards. The 2012 National Research Council report, *Improving Adult Literacy Instruction: Options for Practice and Research*, pointed out that, “On average, learners participate in adult education programs for less than 100 hours over the course of a program year, according to the Adult Education Program Survey” (Lesgold and Welch-Ross 2012, p. 77). Further, adult students often come to programs with some measure of schooling and a wealth of life experiences, making some CCSS content unnecessary to include.

Thus, adult educators expressed a need to identify a manageable set of the CCSS most indispensable for college and career readiness and important to adult students.

Identifying these standards will benefit states in a variety of ways, including the promotion of:

- Consistent expectations between K–12 and adult education systems so all students—whatever their pathway to graduation—will have access to the preparation they need to enter credit-bearing freshman courses without a need for remediation;
- Partnerships between and among states and programs to combine financial resources and human capital to create common tools and materials to support implementation; and
- Student preparation for new assessment models using knowledge and skills identified by the CCSS required for the attainment of a high school diploma or its equivalent (e.g., GED[®], Partnership for Assessment of Readiness for College and Careers, and Smarter Balanced Assessment Consortium).

3

PROCESS OF SELECTING COLLEGE AND CAREER READINESS STANDARDS FOR ADULT EDUCATION

To identify a set of College and Career Readiness (CCR) standards for adult education, MPR Associates, Inc. convened two independent panels—one each for English language arts and literacy (ELA/literacy) and mathematics—to look at the Common Core State Standards (CCSS) from the perspective of adult education. Rather than asking Adult Basic Education experts to work in isolation, a cross section of stakeholders who serve adults participated. To forge a vigorous synergy, each panel included a mix of expertise and experience, including representatives from adult education, community colleges, career and technical training, and the military.

The methodology employed was deliberative, multilayered, iterative, and evidence-based (see In-Depth Description of the Selection Process in Appendix A for more detail). Over nine months, panelists were asked to make reasoned judgments about the relevance of the CCSS for adults, based on where the evidence for college and career readiness was most compelling, and to revisit and verify those judgments in light of feedback and new questions.²

Because the goal was to determine the applicability of an accepted set of essential CCR standards, judgments about relevance and importance were made based on each standard *as written*. This project was not designed to edit or refine the wording of the CCSS or otherwise develop CCR standards *de novo*; panelists did not have the autonomy to add content to the CCSS. The only exceptions made to maintaining the exact wording of the CCSS were the following:

- Some examples included with the standards for K–12 students (usually found in parentheses or italics within the standards) were adapted to be more appropriate for adult students because these were only illustrations and not meant to be mandatory or to apply universally.

² Data from national surveys were compiled as background for the panel review from: ACT (2009); Conley et al. (2011) (referred to in this report as the EPIC faculty survey); and Casner-Lotto and Barrington (2006) (referred to in this report as the employer survey). Refer to Appendix A for descriptions of these resources.

- When wording made specific references to grades K–12, levels of K–12 schooling, or “children,” changes were made to adapt the CCSS appropriately to adult education.

Additionally, while the selected set of standards reflects the broad goals articulated above, the selected standards should be recognized for what they *are not* as well as what they are. The central design parameters that guided the work of the panels include:³

- First and foremost, the selected standards do not specify a national or federal set of mandates, but rather articulate a framework of standards for states to employ voluntarily in strengthening their adult education programs with respect to college and career readiness.
- Second, the order of the selected standards within a level does not represent an order in which they are to be taught or a hierarchy of importance.
- Third, the selected standards do not specify how instructors should teach, but rather merely define what all students should be expected to know and be able to do to be prepared for postsecondary success.
- Fourth, the standards are not a curriculum, and states or programs choosing to adopt them will need to complement the standards with high-quality curricula that align with the content and expectations.
- Fifth, the standards are not meant to specify the full spectrum of support and interventions appropriate for English language learners and students with special needs to meet these standards, nor do they mirror the significant diversity of students’ learning needs, abilities, and achievement levels.
- Sixth, the standards do not offer an exhaustive list of what can be taught beyond the fundamentals specified within these CCR standards; much is purposefully left to the discretion of teachers, curriculum developers, program administrators, and states in deciding what (if any) content to add.
- Finally, while the mathematics and ELA/literacy components in this report are crucial to college and career readiness, they do not define the whole of such preparedness; students depend on a variety of readiness skills and preparation, including habits of mind such as stamina, persistence, punctuality, and time and workload management skills.

³ These reflect many of the same design parameters for K-12 standards set out in the introduction to the CCSS for ELA/literacy and mathematics (NGA 2010a).

4

THE RESULTS: COLLEGE AND CAREER READINESS STANDARDS FOR ENGLISH LANGUAGE ARTS AND LITERACY

Key Shifts in the Standards

Through their selections, panelists validated three key shifts in instruction prompted by the Common Core State Standards (CCSS) and outlined by Student Achievement Partners (2012). The shifts described below identify the most significant elements of the CCSS for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (ELA/literacy). At the heart of these shifts is a focus in literacy instruction on the careful examination of the text itself. Thus the selections outlined below revolve around the texts that students read and the kinds of questions students should address as they write and speak about them. The standards sharpen the focus on the close connection between comprehension of text and acquisition of knowledge.

Shift 1 – Complexity: *Regular practice with complex text and its academic language*

Underlying the standards—and panelists’ selections—is research indicating that the complexity of text that students are able to read is the greatest predictor of success in college and careers (ACT 2006). Other research shows that the current gap in complexity between secondary texts and college/career texts is roughly four grade levels (Williamson 2006). Therefore, the first key shift required by the standards is exposing students to appropriately complex texts in both instruction and assessment. This important shift finds explicit expression in CCSS Reading Standard 10, which includes a staircase of increasing text complexity for students to read independently and proficiently. Rather than focusing solely on how students read, the focus also is on the complexity of texts read by students. Closely related to text complexity and inextricably related to reading comprehension is a focus on frequently encountered academic vocabulary—language common to complex texts across the disciplines of literature, science, history, and the arts. Thus, panelists also selected several standards (Reading Standard 4 and Language Standard 6) that focus precisely on academic vocabulary.

Shift 2 – Evidence: *Reading, writing, and speaking grounded in evidence from text, both literary and informational*

The second key shift required by the standards and reflected in panelists' selections is the prioritization of textual evidence across the domains of reading, writing, and speaking and listening—a decision based on national assessment data and input from college faculty indicating that command of evidence is a key college and career readiness skill. For reading, the focus is on students' ability to cite evidence from texts to present careful analyses, well-defended claims, and clear information, as described in Reading Standard 1. For writing, the focus is on analyzing sources and conducting research, as described in Writing Standards 7–9. For speaking and listening, the focus is on purposeful academic talk, in which students contribute accurate, relevant information about a multitude of ideas they have studied or researched in various domains, as described in Speaking and Listening Standard 1. The standards require students to answer questions based on their understanding of having read a text, or multiple texts, not entirely relying on prior knowledge or experience.

Shift 3 – Knowledge: *Building knowledge through content-rich nonfiction*

The third key shift required by the CCSS and echoed in panelists' selections is a focus not only on English language arts, but also on literacy across the disciplines of science, social studies, and technical subjects. Informational text makes up the vast majority of required reading in college and the workplace. Through an extended focus on literacy in the domains of science, history, and technical subject areas, students can build the knowledge that will prepare them for college and careers. Given that literacy across the disciplines is one of the goals of adult education, panelists placed special emphasis on standards for the comprehension of informational text.

Key Features of the ELA/Literacy Standards Charts

The charts below contain the panel's selections from the earliest levels of learning through adult secondary education in the ELA/literacy domains of Reading, Writing, Speaking and Listening, and Language. Rather than present the selected standards grade-by-grade for K-12, the standards have been bundled into five grade-level groupings: A (K–1), B (2–3), C (4–5), D (6–8), and E (9–12) to more closely reflect adult education levels of learning: Beginning Adult Basic Education Literacy, Beginning Basic Education, Low Intermediate Basic Education, High Intermediate Basic Education, and Low Adult Secondary and High Adult Secondary Education. The CCSS Reading Standards: Foundational Skills (K–5) also are included, outlining a set of reading acquisition skills designed to develop proficient readers with the capacity to comprehend varied texts across a range of disciplines.

The CCSS define requirements not only for ELA but also for literacy in history/social studies, science, and technical subjects. The rationale for this interdisciplinary approach is based on extensive research establishing the need for students to be proficient in reading complex informational text independently in a variety of content areas. Most required reading in college and workforce training programs is informational in structure and challenging in content (NGA 2010b, pp. 2–4). Given that most adult education classes combine literacy with science and history study, panelists often selected a science or history reading standard to serve as a specific application of an ELA standard. Where two reading standards are identical in wording, with one relating to literature and the other to informational text, both standard numbers were cited together, but the text of the standard was included just once (e.g., Reading Standard 1, Reading Standard 4, and Reading Standard 10 for each level are identical in wording for literature and informational text, so they include citations such as RI/RL.6.1, RI/RL.6.4, RI/RL.6.10). This notation also applies to the Writing Standards that are identified as W/WHST for Writing Standards in ELA and Writing Standards for History/Social Studies and Science and Technology subjects.

The standards are separated into four *strands*: Reading, Writing, Speaking and Listening, and Language. Each strand is headed by a strand-specific set of *College and Career Readiness (CCR) Anchor Standards* identical across all levels of learning. Each *level-specific standard* corresponds to the same-numbered CCR anchor standard. In other words, each anchor standard identifying broad college and career readiness skills has a corresponding level-specific standard illustrating specific level-appropriate expectations.

The CCR anchor standards provide focus and coherence. The same 10 CCR anchor standards for Reading, for example, apply to both literary and informational texts, including texts in history/social studies, science, and technical subjects. Another 10 CCR anchor standards for Writing cover numerous text types and subject areas. This allows students to “develop mutually reinforcing skills and exhibit mastery of standards for reading and writing across a range of texts and classrooms” (NGA 2010a).

The introductions to the Reading and Writing standards below are modified descriptions of those found in the CCSS, to respond to requests from the panel to clarify how the standards work together. The Speaking and Listening, Language, and Reading Foundation Skills standards introductions were taken from the CCSS. To show how the standards for Writing and Speaking and Listening progress, differences in wording from level to level are underlined.

ELA/Literacy Standards Key

The citation at the end of each standard in the following charts identifies the CCSS strand, grade, and number (or standard number and letter, where applicable). So, RI.4.3, for example, stands for Reading, Informational Text, Grade 4, Standard 3. W.5.1a stands for Writing, Grade 5, Standard 1a.

RI: Reading Informational Text	W: Writing
RL: Reading Literature	WHST: Writing for History/Social Studies, Scientific and Technical Subjects
RH: Reading Historical/Social Studies Text	SL: Speaking and Listening
RST: Reading Scientific and Technical Text	L: Language
	RF: Reading Foundations

Reading Standards

To become college and career ready, students need to grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. By engaging with increasingly complex readings, students gain the ability to evaluate intricate arguments and the capacity to surmount the challenges posed by complex texts. Standards 1 and 10 play a special role since they operate whenever students are reading: Standard 1 outlines the command of evidence required to support any analysis of text (e.g., analyzing structure, ideas, or the meaning of word as defined by Standards 2-9); Standard 10 defines the range and complexity of what students need to read.

Reading Strand

Key: The citation at the end of each standard in the following chart identifies the CCSS strand, grade, and number (or standard number and letter, where applicable).

For example, RI.4.3 stands for Reading, Informational Text, Grade 4, Standard 3.

RI: Reading Informational Text

RH: Reading Historical/Social Studies Text

RL: Reading Literature

RST: Reading Scientific and Technical Text

A	B	C	D	E
<p>CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)⁴</p>				
<p>Ask and answer questions about key details in a text. (RI/RL.1.1)</p>	<p>Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text. (RI/RL.2.1)</p>	<p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.4.1)</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.5.1)</p>	<p>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.7.1)</p> <ul style="list-style-type: none"> • <i>Application:</i> cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1) • <i>Application:</i> cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1) 	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.9-10.1)</p> <ul style="list-style-type: none"> • <i>Application:</i> cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1) • <i>Application:</i> cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (RST.9-10.1)

⁴ Standard 10 defines a staircase of increasing text complexity that rises from beginning reading to the college and career readiness level. Panel members added this statement to Anchor Standards 1-9 to make sure it is understood that the skills of reading are to be applied to level-appropriate complex text.

A	B	C	D	E
<p>CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</p>				
<p>Identify the main topic and retell key details of a text. (RI.1.2)</p>	<p>Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.3.2)</p>	<p>Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2)</p> <p>Determine a theme of a story, drama, or poem from details in the text; summarize the text. (RL.4.2)</p>	<p>Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (RI/RL.6.2)</p> <ul style="list-style-type: none"> • <i>Application:</i> determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2) 	<p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI/RL.9-10.2)</p> <p>Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (RST.11-12.2)</p>

A	B	C	D	E
<p>CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</p>				
<p>Describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI.1.3)</p>	<p>Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (RI.3.3)</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. (RI.4.3)</p>	<p>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (RI.8.3)</p> <ul style="list-style-type: none"> • <i>Application:</i> identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). (RH.6-8.3) <p>Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (RST.6-8.3)</p>	<p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (RI.11-12.3)</p> <p>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. (RH.9-10.3)</p> <p>Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. (RST.9-10.3)</p>

A	B	C	D	E
<p>CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</p>				
<p>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (RI.1.4)</p>	<p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. (RI.3.4)</p>	<p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. (RI.5.4)</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (RL.5.4)</p>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (RI/RL.6.4)</p>	<p>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). (RI/RL.9-10.4)</p> <ul style="list-style-type: none"> • <i>Application:</i> determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context. (RST.9-10.4)
<p>CCR Anchor 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</p>				
<p>Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (RI.1.5)</p>	<p>Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (RI.2.5)</p> <p>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (RI.3.5)</p>	<p>Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (RI.4.5)</p> <p>Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (RI.5.5)</p>	<p>Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (RI.6.5)</p> <p>Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (RI.7.5)</p>	<p>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). (RI.9-10.5)</p> <p>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (RI.11-12.5)</p>

A	B	C	D	E
<p>CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</p>				
	<p>Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (RI.2.6)</p> <p>Distinguish their own point of view from that of the author of a text. (RI.3.6)</p>	<p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI.5.6)</p> <p>Describe how a narrator’s or speaker’s point of view influences how events are described. (RL.5.6)</p>	<p>Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (RI.8.6)</p> <p>Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). (RH.6-8.6)</p>	<p>Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (RI.9-10.6)</p> <ul style="list-style-type: none"> • <i>Application:</i> analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (RL.9-10.6) <p>Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). (RL.11-12.6)</p> <p>Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. (RH.9-10.6)</p>

A	B	C	D	E
<p>CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</p>				
<p>Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.). (RI.1.7)</p>	<p>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7)</p> <p>Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). (RL.3.7)</p>	<p>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (RI.4.7)</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. (RI.5.7)</p>	<p>Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7)</p> <p>Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (RST.6-8.7)</p>	<p>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. (RH.9-10.7)</p> <p>Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. (RST.9-10.7)</p> <p>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11-12.7)</p>
<p>CCR Anchor 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</p>				
<p>Identify the reasons an author gives to support points in a text. (RI.1.8)</p>	<p>Describe how reasons support specific points the author makes in a text. (RI.2.8)</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). (RI.5.8)</p>	<p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (RI.8.8)</p>	<p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (RI.9-10.8)</p>

A	B	C	D	E
<p>CCR Anchor 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (<i>Apply this standard to texts of appropriate complexity as outlined by Standard 10.</i>)</p>				
<p>Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (RI.1.9)</p>	<p>Compare and contrast the most important points and key details presented in two texts on the same topic. (RI.3.9)</p>	<p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9)</p>	<p>Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (RI.8.9)</p>	<p>Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. (RI.9-10.9)</p> <p>Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features. (RI.11-12.9)</p> <p>Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. (RST.9-10.9)</p> <ul style="list-style-type: none"> • <i>Application:</i> compare and contrast treatments of the same topic in several primary and secondary sources. (RH.9-10.9)

CCR Anchor 10: Read and comprehend complex literary and informational texts independently and proficiently.⁵

Associated Quantitative Measures of Text Complexity to B-E Levels of Learning

Common Core Band	ATOS	Degrees of Reading Power [®]	Flesch-Kincaid	The Lexile Framework [®]	Reading Maturity	SourceRater
2nd – 3rd (B)	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	0.05 – 2.48
4th – 5th (C)	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	0.84 – 5.75
6th – 8th (D)	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	4.11 – 10.66
9th – 10th (E)	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	9.02 – 13.93
11th – CCR (E)	11.20 – 14.10	67 – 74	10.34 – 14.2	1185 – 1385	9.57 – 12.00	12.30 – 14.50

⁵ See Appendix D of this report for the research explaining the importance of text complexity in reading achievement.

Writing Standards

To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. The Writing Standards cultivate the development of three mutually reinforcing writing capacities: crafting arguments, writing to inform and explain, and fashioning narratives about real or imagined experiences. The overwhelming focus of writing throughout the levels is on arguments and informative/explanatory texts. Writing Standard 9 is a standout because it stresses the importance of the writing-reading connection by requiring students to draw upon and use evidence from literary and informational texts as they write arguments or inform/explain. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand as well.

Writing Strand

Key: The citation at the end of each standard in the following chart identifies the CCSS strand, grade, and number (or standard number and letter, where applicable).

For example, W.5.1a stands for Writing, Grade 5, Standard 1a.

W: Writing

WHST: Writing for History/Social Studies,
 Scientific and Technical Subjects

A	B	C	D	E
CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.				
	Write opinion pieces on topics or texts, supporting a point of view with reasons. <ol style="list-style-type: none"> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. 	Write opinion pieces on topics or texts, supporting a point of view with reasons and <u>information</u> . ⁶ <ol style="list-style-type: none"> Introduce <u>a</u> topic or text <u>clearly</u>, state an opinion, and create an organizational structure <u>in which ideas are logically grouped to support the writer’s purpose</u>. 	Write <u>arguments to support claims with clear reasons and relevant evidence</u> . <ol style="list-style-type: none"> Introduce <u>claim(s)</u>, <u>acknowledge alternate or opposing claims</u>, and organize the reasons and evidence logically. <u>Support claim(s) with logical reasoning and relevant evidence, using</u> 	Write arguments to support claims <u>in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</u> . <ol style="list-style-type: none"> Introduce <u>precise claim(s)</u>, <u>distinguish the claim(s) from</u> alternate or opposing claims, <u>and create an organization</u>

⁶ To show how the standards for Writing and Speaking and Listening progress, differences in wording from level to level are underlined.

A	B	C	D	E
<p>CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>				
	<p>c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section. (W.3.1)</p>	<p>b. Provide <u>logically ordered reasons that are supported by facts and details</u>.</p> <p>c. <u>Link opinion and reasons using words, phrases, and clauses</u> (e.g., <i>consequently, specifically</i>).</p> <p>d. Provide a concluding statement or section <u>related to the opinion presented</u>. (W.5.1)</p>	<p><u>accurate, credible sources and demonstrating an understanding of the topic or text</u>.</p> <p>c. Use words, phrases, and clauses <u>to create cohesion and clarify the relationships among claim(s), reasons, and evidence</u>.</p> <p>d. <u>Establish and maintain a formal style</u>.</p> <p>e. Provide a concluding statement or section <u>that follows from and supports the argument</u> presented. (W.7.1)</p>	<p><u>that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence</u>.</p> <p>b. <u>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns</u>.</p> <p>c. Use words, phrases, and clauses <u>to link the major sections of the text</u>, create cohesion, and clarify the relationships <u>between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims</u>.</p> <p>d. Establish and maintain a formal style and <u>objective tone while attending to the norms and conventions of the discipline in which they are writing</u>.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented. (W/WHST.9-10.1)</p>

WRITING STANDARDS

A	B	C	D	E
<p>CCR Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>				
<p>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (W.1.2)</p>	<p>Write informative/explanatory texts to examine a topic and <u>convey ideas and information clearly</u>.</p> <ol style="list-style-type: none"> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information. Provide a concluding statement or section. (W.3.2) 	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic <u>clearly</u> and group related information <u>in paragraphs and sections</u>; include <u>formatting (e.g., headings)</u>, illustrations, and <u>multimedia</u> when useful to aiding comprehension. Develop the topic with facts, definitions, <u>concrete details, quotations, or other information and examples related to the topic</u>. <u>Link ideas within categories of information using words and phrases</u> (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>). <u>Use precise language and domain-specific vocabulary to inform about or explain the topic</u>. Provide a concluding statement or section <u>related to the information or explanation presented</u>. (W.4.2) 	<p>Write informative/explanatory texts to examine a topic and convey ideas, <u>concepts</u>, and information <u>through the selection, organization, and analysis of relevant content</u>. [This includes the narration of <u>historical events, scientific procedures/experiments, or technical processes</u>.]</p> <ol style="list-style-type: none"> Introduce a topic clearly, <u>previewing what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect</u>; include formatting (e.g., headings), <u>graphics (e.g., charts, tables)</u>, and <u>multimedia</u> when useful to aiding comprehension. Develop the topic with <u>relevant</u> facts, definitions, concrete details, quotations, or other information and examples. <u>Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts</u>. Use precise language and domain-specific vocabulary to inform about or explain the topic. 	<p>Write informative/explanatory texts to examine and convey <u>complex</u> ideas, concepts, and information <u>clearly and accurately</u> through the <u>effective</u> selection, organization, and analysis of content. [This includes the <u>narration of historical events, scientific procedures/experiments, or technical processes</u>.]</p> <ol style="list-style-type: none"> Introduce a topic <u>and organize complex</u> ideas, concepts, and information to <u>make important connections and distinctions</u>; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with <u>well-chosen</u>, relevant, <u>and sufficient</u> facts, <u>extended</u> definitions, concrete details, quotations, or other information and examples <u>appropriate to the audience’s knowledge of the topic</u>. Use appropriate <u>and varied</u> transitions to <u>link the major sections of the text</u>, create cohesion, and

A	B	C	D	E
<p>CCR Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>				
			<p>e. <u>Establish and maintain a formal style.</u></p> <p>f. Provide a concluding statement or section that follows from and <u>supports</u> the information or explanation presented. (W/WHST.6-8.2)</p>	<p>clarify the relationships among <u>complex</u> ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary <u>to manage the complexity of the</u> topic.</p> <p>e. Establish and maintain a formal style <u>and objective tone while attending to the norms and conventions of the discipline in which they are writing.</u></p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (<u>e.g., articulating implications or the significance of the topic</u>). (W/WHST.9-10.2)</p>

A	B	C	D	E
CCR Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.				
Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (W.1.3)	Write narratives in which they recount <u>a well-elaborated event or short sequence of events</u> , include details <u>to describe actions, thoughts, and feelings</u> , use temporal words to signal event order, and provide <u>a</u> sense of closure. (W.2.3)	Note: Students’ narrative skills continue to grow in these levels as students work to incorporate narrative elements effectively into their arguments and informative/explanatory texts.		
CCR Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.				
	Produce writing in which the development and organization are appropriate to task and purpose. (W.3.4)	Produce <u>clear and coherent</u> writing in which the development and organization are appropriate to task, purpose, <u>and audience</u> . (W.5.4)	Produce clear and coherent writing in which the development, organization, <u>and style</u> are appropriate to task, purpose, and audience. (W/WHST.6-8.4)	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W/WHST.11-12.4)
CCR Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.				
With guidance and support focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (W.1.5)	With guidance and support <u>from peers and others, develop and strengthen writing as needed by planning, revising, and editing</u> . (Editing for conventions should demonstrate command of Language standards 1–3 at this level.) (W.3.5)	With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, <u>rewriting, or trying a new approach</u> . (Editing for conventions should demonstrate command of Language standards 1–3 at this level.) (W.5.5)	With <u>some</u> guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, <u>focusing on how well purpose and audience have been addressed</u> . (Editing for conventions should demonstrate command of Language standards 1–3 at this level.) (W/WHST.6-8.5)	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 at this level.) (W.11-12.5)

A	B	C	D	E
<p>CCR Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>				
<p>With guidance and support, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.1.6)</p>	<p>With guidance and support, use <u>technology</u> to produce and publish writing (<u>using keyboarding skills</u>) as well as <u>to interact and collaborate with others</u>. (W.3.6)</p>	<p>With <u>some</u> guidance and support, use technology, <u>including the Internet</u>, to produce and publish writing as well as to interact and collaborate with others; <u>demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting</u>. (W.4.6)</p>	<p>Use technology, including the Internet, to produce and publish writing <u>and link to and cite sources</u> as well as to interact and collaborate with others, <u>including linking to and citing sources</u>. (W.7.6)</p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (W.9-10.6)</p>
<p>CCR Anchor 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>				
<p>Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). (W.1.7)</p>	<p>Conduct short research projects that build knowledge about a topic. (W.3.7)</p>	<p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7)</p>	<p>Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (W.7.7)</p>	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W/WHST.11-12.7)</p>
<p>CCR Anchor 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>				
<p>With guidance and support, recall information from experiences or gather information from provided sources to answer a question. (W.1.8)</p>	<p>Recall information from experiences or gather information <u>from print and digital</u> sources; <u>take brief notes on sources and sort evidence into provided categories</u>. (W.3.8)</p>	<p>Recall <u>relevant</u> information from experiences or gather <u>relevant</u> information from print and digital sources; <u>summarize or paraphrase information in notes and finished work, and provide a list of sources</u>. (W.5.8)</p>	<p><u>Gather</u> relevant information from <u>multiple</u> print and digital sources, <u>using search terms effectively</u>; <u>assess the credibility and accuracy of each source</u>; and <u>quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for</u></p>	<p>Gather relevant information from multiple <u>authoritative</u> print and digital sources, using <u>advanced</u> searches effectively; assess <u>the usefulness of each source in answering the research question</u>; <u>integrate information into the text selectively to maintain the</u></p>

A	B	C	D	E
			<p><u>citation</u>. (W/WHST.6-8.8)</p>	<p><u>flow of ideas</u>, avoiding plagiarism and following a standard format for citation. (W/WHST.9-10.8)</p>
<p>CCR Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</p>				
<p>Note: This standard does not begin until grade 4 in the Common Core State Standards.</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply Reading standards from this level to literature (e.g., “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. Apply Reading standards from this level to informational text (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)”). (W.5.9)</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply Reading standards from this level to literature (e.g., “<u>Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments</u>”).</p> <p>b. Apply Reading standards from this level to literary nonfiction (e.g., “<u>Analyze how a text makes connections among and distinctions between individuals’ ideas or events</u>”). (W/WHST.6-8.9)</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply Reading standards from this level to literature (e.g., “<u>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</u>”).</p> <p>b. Apply Reading standards from this level to literary nonfiction (e.g., “<u>Integrate quantitative or technical analysis with qualitative analysis in print or digital text</u>”). (W/WHST.11-12.9)</p>	

Speaking and Listening

Including, but not limited to, skills necessary for formal presentations, the Speaking and Listening Standards require students to develop a range of broadly useful oral communication and interpersonal skills. The standards ask students to learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.⁷

Speaking and Listening Strand

Key: The citation at the end of each standard in the following chart identifies the CCSS strand, grade, and number (or standard number and letter, where applicable).

For example, SL.K.2 stands for Speaking and Listening, Grade K, Standard 2.

SL: Speaking and Listening

A	B	C	D	E
CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.				
Participate in collaborative conversations with diverse partners in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	<u>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.⁸</u> a. 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.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly. a. 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.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or <u>researched</u> material <u>under study</u> ; explicitly draw on that preparation <u>by referring to evidence on the topic, text, or issue to probe and reflect on</u> ideas under discussion.	<u>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</u> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence <u>from</u> texts <u>and other research</u> on the topic

⁷ NGA (2010a), p. 8.

⁸ To show how the standards for Writing and Speaking and Listening progress, differences in wording from level to level are underlined.

A	B	C	D	E
<p>CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p>				
<p>c. Ask questions to clear up any confusion about the topics and texts under discussion. (SL.1.1)</p>	<p>b. Follow agreed-upon rules for discussions (<u>e.g., gaining the floor in respectful ways</u>, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to <u>check understanding of information presented, stay on topic, and link their comments to the remarks of others</u>.</p> <p>d. Explain their own ideas and understanding in light of the discussion. (SL.3.1)</p>	<p>b. Follow agreed-upon rules for discussions <u>and carry out assigned roles</u>.</p> <p>c. <u>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the</u> remarks of others.</p> <p>d. <u>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the</u> discussions. (SL.5.1)</p>	<p>b. Follow rules <u>for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed</u>.</p> <p>c. Pose questions <u>that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas</u>.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (SL.8.1)</p>	<p>or issue <u>to stimulate a thoughtful, well-reasoned exchange of ideas</u>.</p> <p>b. <u>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed</u>.</p> <p>c. <u>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions</u>.</p> <p>d. <u>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented</u>. (SL.9-10.1)</p>

A	B	C	D	E
CCR Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.				
<p>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (SL.K.2)</p>	<p><u>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</u> (SL.3.2)</p>	<p><u>Paraphrase portions</u> of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.4.2)</p> <p><u>Summarize a written</u> text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2)</p>	<p><u>Analyze the purpose of information</u> presented in diverse media and formats (e.g., visually, quantitatively, orally) and <u>evaluate the motives</u> (e.g., social, commercial, political) <u>behind its presentation.</u> (SL.8.2)</p>	<p><u>Integrate multiple sources</u> of information presented in diverse formats and media (e.g., visually, quantitatively, orally) <u>in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</u> (SL.11-12.2)</p>
CCR Anchor 3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.				
<p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3)</p>	<p>Ask and answer questions <u>about information from a speaker, offering appropriate elaboration and detail.</u> (SL.3.3)</p>	<p><u>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</u> (SL.5.3)</p>	<p><u>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</u> (SL.8.3)</p>	<p><u>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</u> (SL.11-12.3)</p>
CCR Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.				
<p>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (SL.1.4)</p>	<p><u>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</u> (SL.3.4)</p>	<p>Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details <u>to support main ideas or themes; speak clearly at an understandable pace.</u> (SL.5.4)</p>	<p><u>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</u> (SL.8.4)</p>	<p>Present <u>information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</u> (SL.9-10.4)</p>

A	B	C	D	E
CCR Anchor 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.				
		Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (SL.5.5)	<u>Integrate</u> multimedia and visual displays into presentations to <u>clarify information, strengthen claims and evidence, and add interest.</u> (SL.8.5)	<u>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements)</u> in presentations to <u>enhance understanding of findings, reasoning, and evidence</u> and to add interest. (SL.11-12.5)
CCR Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.				
Speak audibly and express thoughts, feelings, and ideas clearly. (SL.K.6) Produce complete sentences when appropriate to task and situation. (See Language standards 1 and 3.) (SL.1.6)	Speak in complete sentences when appropriate to task and situation <u>in order to provide requested detail or clarification.</u> (See Language standards 1 and 3.) (SL.3.6)	<u>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</u> (See Language standards 1 and 3.) (SL.4.6)	<u>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</u> (See Language standards 1 and 3 for specific expectations.) (SL.8.6)	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See Language standards 1 and 3 for specific expectations.) (SL.11-12.6)

Language Standards

The Language Standards include the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases and their nuances and relationships, and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases. Students advancing through the levels are expected to meet each level’s specific standards and retain or further develop skills and understanding mastered in preceding levels.⁹

Language Strand

Key: The citation at the end of each standard in the following chart identifies the CCSS strand, grade, and number (or standard number and letter, where applicable).

For example, L.9-10.1 stands for Language, Grade 9-10, Standard 1.

L: Language

A	B	C	D	E
CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., <i>group</i>).</p> <p>b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>c. Form and use regular and irregular plural nouns.</p> <p>d. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>e. Form and use the past tense</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>c. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use intensive pronouns.</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>d. Recognize and correct vague or unclear pronouns.</p> <p>e. Recognize variations from standard English in their own</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (L.9-10.1)</p>

⁹ NGA (2010a), p. 8.

A	B	C	D	E
CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
<p>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring nouns and verbs.</p> <p>h. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>i. Use determiners (e.g., articles, demonstratives).</p> <p>j. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>k. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>l. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (L.K.1 and 1.1 merge)¹⁰</p>	<p>of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>f. Use abstract nouns (e.g., <i>childhood</i>).</p> <p>g. Form and use regular and irregular verbs.</p> <p>h. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p> <p>i. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>j. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>k. Use coordinating and subordinating conjunctions.</p> <p>l. Produce simple, compound, and complex sentences.</p> <p>m. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). (L.2.1 and 3.1 merge)</p>	<p>d. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>e. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</p> <p>f. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>g. Recognize and correct inappropriate shifts in verb tense.</p> <p>h. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>i. Form and use prepositional phrases.</p> <p>j. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</p> <p>k. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>l. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>). (L.4.1 and 5.1 merge)</p>	<p>and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p> <p>f. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>g. Form and use verbs in the active and passive voice.</p> <p>h. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>i. Recognize and correct inappropriate shifts in verb voice and mood.</p> <p>j. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>k. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>l. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. (L.6.1 through 8.1 merge)</p>	

¹⁰ "Merge" signifies panelists selected all of the standards from the two grades indicated. In the merge, any repetition in content grade-to-grade was deleted; occasionally where similar content was covered grade-to-grade a single standard was edited, combining the text of both standards, to include the demands of both grades.

A	B	C	D	E
CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun <i>I</i>. b. Capitalize dates and names of people. c. Recognize and name end punctuation. d. Use end punctuation for sentences. e. Use commas in dates and to separate single words in a series. f. Write a letter or letters for most consonant and short-vowel sounds (phonemes). g. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. h. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. i. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.K.2 and 1.2 merge) 	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. b. Capitalize appropriate words in titles. c. Use commas in greetings and closings of letters. d. Use commas in addresses. e. Use commas and quotation marks in dialogue. f. Use an apostrophe to form contractions and frequently occurring possessives. g. Form and use possessives. h. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). i. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>). j. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in 	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use punctuation to separate items in a series. d. Use a comma to separate an introductory element from the rest of the sentence. e. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). f. Use underlining, quotation marks, or italics to indicate titles of works. g. Use a comma before a coordinating conjunction in a compound sentence. h. Spell grade-appropriate words correctly, consulting references as needed. (L.4.2 and 5.2 merge) 	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation (commas, parentheses, ellipsis, dashes) to set off nonrestrictive/parenthetical elements. b. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>). c. Use an ellipsis to indicate an omission. d. Spell correctly. (L.6.2 through 8.2 merge) 	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly. (L.9-10.2)

A	B	C	D	E
CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
	writing words. k. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (L.2.2 and 3.2 merge)			
CCR Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.				
Note: This standard does not begin until grade 2 in the Common Core State Standards.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English. (L.3.3)	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). d. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. e. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. (L.4.3 and 5.3 merge)	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone. c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (L.6.3 and 7.3 merge)	

A	B	C	D	E
<p>CCR Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>				
<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i>, <i>looked</i>, <i>looking</i>). (L.1.4) 	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (L.2.4) 	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., definitions, examples, restatements, cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>autograph</i>, <i>photograph</i>, <i>photosynthesis</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (L.4.4 and 5.4 merge) 	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.6.4) 	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.11-12.4)

A	B	C	D	E
CCR Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				
<p>With guidance and support, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings. (L.1.5)</p>	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>). (L.3.5)</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (L.5.5)</p>		

A	B	C	D	E
<p>CCR Anchor 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.</p>				
<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>). (L.1.6)</p>	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other people are happy that makes me happy</i>). (L.2.6)</p> <p>Acquire and use accurately level-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>). (L.3.6)</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"> • signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>). • are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation). • signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>). (L.4.6 and 5.6 merge). 	<p>Acquire and use accurately level-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6)</p>	<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.11-12.6)</p>

Reading Standards: Foundational Skills K-5

*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.*¹¹

Reading Standards: Foundational Skills K-5

Key: The citation at the end of each standard in the following chart identifies the CCSS strand, grade, and number (or standard number and letter, where applicable).

For example, RF.4.4 stands for Reading Foundational Skills, Grade 4, Standard 4.

RF: Reading Foundational Skills

¹¹ NGA (2010a), p. 15.

A	B	C
RF.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (Phonological Awareness)		
<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. Recognize and produce rhyming words. b. Distinguish long from short vowel sounds in spoken single-syllable words. c. Count, pronounce, blend, and segment syllables in spoken words. d. Blend and segment onsets and rimes of single-syllable spoken words. e. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. f. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). g. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. h. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (RF.K.2 and 1.2 merge) 		

A	B	C
RF.3. Know and apply grade-level phonics and word analysis skills in decoding words. (Phonics and Word Recognition)		
<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Know the spelling-sound correspondences for common consonant digraphs. d. Decode regularly spelled one-syllable words. e. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. f. Know final <i>-e</i> and common vowel team conventions for representing long vowel sounds. g. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. h. Decode two-syllable words following basic patterns by breaking the words into syllables. i. Read words with inflectional endings. j. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). k. Recognize and read grade-appropriate irregularly spelled words. (RF.K.3 and 1.3 merge) 	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Identify and know the meaning of the most common prefixes and derivational suffixes. d. Identify words with inconsistent but common spelling-sound correspondences. e. Identify words with inconsistent but common spelling-sound correspondences. f. Decode words with common Latin suffixes. g. Decode multisyllable words. h. Recognize and read grade-appropriate irregularly spelled words. (RF.2.3 and 3.3 merge) 	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (RF.4.3 and 5.3 merge)

Connections Between and Among the Standards from the Domains of Reading, Writing, Speaking and Listening, and Language	
<p>Reading Anchor 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>Writing Anchor 9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Speaking and Listening Anchor 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>
<p>Reading Anchor 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>Language Anchor 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>Language Anchor 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>
<p>Reading Anchor 6 Assess how point of view or purpose shapes the content and style of a text.</p>	<p>Speaking and Listening Anchor 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>
<p>Reading Anchor 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>	<p>Speaking and Listening Anchor 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p>Reading Anchor 8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence</p>	<p>Writing Anchor 1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>Speaking and Listening Anchor 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>

Connections Between and Among the Standards from the Domains of Reading, Writing, Speaking and Listening, and Language	
<p>Writing Anchor 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Language Anchor 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Language Anchor 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Speaking and Listening Anchor 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
<p>Writing Anchor 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>Speaking and Listening Anchor 5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>
<p>Writing Anchor 7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>Speaking and Listening Anchor 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>

UNDERSTANDING TEXT COMPLEXITY

The notion of text complexity is central for understanding and implementing the changes called for in the Common Core State Standards (CCSS). Once the standards are adopted, educators must grasp the importance of students being able to read complex text. For that reason, panelists and stakeholders asked for a full explanation of text complexity. The *Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity* (NGA n.d.) addresses new research and resources supporting text complexity. Much of the information on text complexity found below—what it is, why it is important, and how to determine it—was drawn from this report.

In 2006, ACT, Inc., released research called *Reading Between the Lines* that demonstrated that the greatest predictor of success in college and careers is not a graduate's SAT scores, GPA, or even their critical thinking skills, but rather the ability to read complex text. A growing body of similar research also supports this theory of text complexity as an important indicator of reading success.²⁷ Yet the alarming fact is that, over the past 50 years, the complexity of texts students read in their classes has eroded significantly—whereas the reading demands of college, careers, and citizenship have not. The average student graduates roughly four grade levels behind where they need to be to succeed in the 21st century knowledge economy, which puts a premium on the ability to read complex text (Williamson 2006).

The standards address this challenge by insisting that students be exposed regularly to appropriately complex literary and informational text, both in the classroom and on assessments. This finds expression in Reading Standard 10, which specifies a staircase of increasing text complexity for students to master from beginning through adult secondary levels. Standard 10 is to be used together with level-specific standards (Reading Standards 1–9) requiring increasing sophistication in students' reading comprehension ability.

Choosing rich text worthy of reading and rereading is an important first step in CCSS-aligned instruction. The process of determining text complexity is illuminating

²⁷ Much of the work by the CCSS writers in text complexity was heavily influenced by Marilyn Jager Adams's painstaking review of the relevant literature (Adams 2009).

for instructors, as it replaces intuition with concrete data and a systematic investigation of the text.

The CCSS defines a three-part model—embraced by the panel—for determining how easy or difficult a particular text is to read, as well as specifications for increasing text complexity as students move up the levels:

1. **Quantitative dimensions of text complexity.** The terms *quantitative dimensions* and *quantitative factors* refer to those aspects of text complexity, such as word length or frequency, sentence length, and text cohesion, that are difficult if not impossible for a human reader to evaluate efficiently, especially in long texts, and are thus typically measured by computer software.
2. **Qualitative dimensions of text complexity.** The terms *qualitative dimensions* and *qualitative factors* refer to those aspects of text complexity best measured or only measurable by an attentive human reader, such as levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands.
3. **Reader and task considerations.** While the quantitative and qualitative measures focus on the inherent complexity of the text, the CCSS model expects educators to use professional judgment to identify texts that are well-matched to specific tasks or students, such as skilled readers or those with high interest in the content of the text.

Each tool described above—quantitative and qualitative—has its limitations, and none is completely accurate. However, in the following instances of selecting texts at specific grade levels, qualitative and quantitative measures can be used together, complementing one another:

1. It is recommended that educators first use *quantitative measures* to locate a text within a band level because they measure dimensions of text complexity that are challenging for individuals to evaluate when reviewing a text.
2. Once a text is located within a band by using quantitative measures, educators should use *qualitative measures* to determine other important aspects of texts and position a text at the high, middle, or low end of a grade band.

Certain measures are less valid or not applicable for specific kinds of texts. Until quantitative tools for capturing the difficulty of poetry and drama are developed, determining whether a poem or play is appropriately complex for a given grade or grade band necessarily will be a matter of professional judgment using only the qualitative characteristics of texts.