



Notating the ELA Standards

for use with the CCRSAE

| Notation Guidelines | Examples |
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| (1) Note the Strand <i>(R for Reading, W for Writing, SL for Speaking and Listening, L for Language, RF for Reading Foundations)</i> | <ul style="list-style-type: none"> • W7B (for "Conduct short research projects that build knowledge about a topic.") • SL1Cc (for "Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others") |
| (2) Reference the Anchor Standard # | |
| (3) Note the Level (A through E) | |
| (4) Insert lower case letters to designate specific parts of long standards | |

Anchor Standards with Shorthand Examples

Including shorthand descriptions in documents with CCRSAE notations can help teachers remember key content from the standard. However, when teachers are planning units or lessons, they should read the details of each target standard carefully to ensure they are targeting instruction appropriately.

| Reading | *Use standards 1-9 with appropriately complex text as noted in standard 10. |
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| R1 (read closely and cite) | 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.* |
| R2 (main/supporting ideas) | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.* |
| R3 (analyze individuals, events, ideas) | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.* |
| R4 (vocab/word choice) | 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.* |
| R5 (text structure) | 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.* |
| R6 (POV/purpose) | Assess how point of view or purpose shapes the content and style of a text. |
| R7 (diverse media/formats) | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* |
| R8 (analyzing/evaluating argument) | 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.* |

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| Reading | | <i>*Use standards 1-9 with appropriately complex text as noted in standard 10.</i> |
| R9 (multiple texts) | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.* | |
| R10 (text complexity) | Read and comprehend complex literary and informational texts independently and proficiently. | |

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| Writing | |
| W1 (write arguments) | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| W2 (write explanatory texts) | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| W3 (write narratives) | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequence (not a priority after Level B). |
| W4 (match writing to context) | Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. |
| W5 (writing process) | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| W6 (use technology to write) | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
| W7 (research projects) | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
| W8 (gather info) | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| W9 (use evidence) | Draw evidence from literary or informational texts to support analysis, reflection, and research |

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| Speaking and Listening | |
| SL1 (converse and collaborate) | Prepare for and participate effectively on a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| SL2 (integrate/eval graphic and oral info) | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
| SL3 (evaluate speaker) | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. |

| Speaking and Listening | |
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| SL4 (present info) | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to the task, purpose, and audience. |
| SL5 (use technology to present) | Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations |
| SL6 (adapt speech) | Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate |

| Language | |
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| L1 (grammar and usage) | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| L2 (capitalization, punc., spelling) | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| L3 (language choices) | 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. |
| L4 (discerning word meanings) | 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. |
| L5 (figurative lang./word relationships) | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| L6 (acquire and use vocab) | 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. |

| Foundational Skills | |
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| RF.2 (phonological awareness) | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (Phonological Awareness) |
| RF.3 (phonics and word recognition) | Know and apply grade-level phonics and word analysis skills in decoding words. (Phonics and Word Recognition) |
| RF.4 (fluency) | Read with sufficient accuracy and fluency to support comprehension. (Fluency) |