

Common Core State Standards – College and Career Ready Anchor Standards

READING

Key Ideas and Details

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.

2. Determine **central ideas or themes** of a text and analyze their development; **summarize** the key supporting details and ideas.

3. **Analyze** how and why individuals, events, and ideas **develop and interact** over the course of a text.

Craft and Structure

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**.

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**.

6. Assess how **point of view** or **purpose** shapes the content and style of a text.

Integration of Knowledge and Ideas

7. **Integrate and evaluate** content presented in diverse formats and media, including visually and quantitatively, as well as in words.*

*See "Research to Build Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening.

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.

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.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

WRITING

Text Types and Purposes

1. **Write arguments** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

3. Write **narratives** to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. **Produce** clear and coherent **writing** in which the development, organization, and style are **appropriate to task, purpose, and audience**.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (**Writing Process**)

6. **Use technology**, including the Internet, to **produce** and **publish** writing and to **interact** and **collaborate** with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained **research projects** based on focused questions, demonstrating understanding of the subject under investigation.

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.

9. **Draw evidence** from literary and informational texts to support **analysis, reflection, and research**.

Range of Writing

10. **Write routinely** over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a **range of tasks, purposes, and audiences**.

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SPEAKING AND LISTENING
Comprehension and Collaboration
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.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Presentation of Knowledge and Ideas
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.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate .
MEASURING TEXT COMPLEXITY
A Three-part Model for Measuring Text Complexity 1. Qualitative Dimensions 2. Quantitative Dimensions 3. Reader and Task Considerations

LANGUAGE
Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language
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.
Vocabulary Acquisition and Use
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.
5. Demonstrate understanding of word relationships and nuances in word meanings.
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 considering a word or phrase important to comprehension or expression.
QUALITATIVE DIMENSIONS OF TEXT COMPLEXITY
1. Levels of Meaning (literary texts) or Purpose (informational texts) 2. Structure 3. Language Conventionality and Clarity Knowledge Demands 4. Life Experience Knowledge (literacy texts) 5. Cultural/Literary Knowledge (chiefly literary texts) 6. Content/Discipline Knowledge (chiefly informational texts)