**CCR Anchor Standards : ELA / Literacy**

**READING**

**CT = Critical Thinking CM = Communication CL = Collaboration CR = Creativity**

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| Key Ideas and Details | CT | CM | CL | CR |
| 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. |  |  |  |  |
| 1. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |  |  |  |  |
| 1. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |  |  |  |  |
| Craft and Structure |  |  |  |  |
| 1. 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. |  |  |  |  |
| 1. 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. |  |  |  |  |
| 1. Assess how point of view or purpose shapes the content and style of a text. |  |  |  |  |
| Integration of Knowledge and Ideas |  |  |  |  |
| 1. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\* |  |  |  |  |
| 1. 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. |  |  |  |  |
| 1. 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 |  |  |  |  |
| 1. Read and comprehend complex literary and informational texts independently and proficiently. |  |  |  |  |

**WRITING**

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| Text Types and Purposes\*\* | **CT** | **CM** | **CL** | **CR** |
| 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |  |  |  |  |
| 1. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |  |  |  |  |
| 1. 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 |  |  |  |  |
| 1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |  |  |  |  |
| 1. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |  |  |  |  |
| 1. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |  |  |  |  |
| Research to Build and Present Knowledge |  |  |  |  |
| 1. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |  |  |  |  |
| 1. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |  |  |  |  |
| 1. Draw evidence from literary or informational texts to support analysis, reflection, and research. |  |  |  |  |
| Range of Writing |  |  |  |  |
| 1. 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. |  |  |  |  |

**SPEAKING / LISTENING**

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| Comprehension and Collaboration | **CT** | **CM** | **CL** | **CR** |
| 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. |  |  |  |  |
| 1. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |  |  |  |  |
| 1. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. |  |  |  |  |
| Presentation of Knowledge and Ideas |  |  |  |  |
| 1. 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. |  |  |  |  |
| 1. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. |  |  |  |  |
| 1. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |  |  |  |  |

**LANGUAGE**

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| Conventions of Standard English | **CT** | **CM** | **CL** | **CR** |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |  |  |  |  |
| 1. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |  |  |  |  |
| Knowledge of Language |  |  |  |  |
| 1. 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 |  |  |  |  |
| 1. 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. |  |  |  |  |
| 1. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |  |  |  |  |
| 1. 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. |  |  |  |  |