

# College and Career Readiness Anchor Standards

## Reading - Literature and Informational Text

<b>Key Ideas and Details</b>	
<b>1.</b>	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.
<b>2.</b>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>3.</b>	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>Craft and Structure</b>	
<b>4.</b>	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.
<b>5.</b>	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.
<b>6.</b>	Assess how point of view or purpose shapes the content and style of a text.
<b>Integration of Knowledge and Ideas</b>	
<b>7.</b>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
<b>8.</b>	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.
<b>9.</b>	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<b>Range of Reading and Level of Text Complexity</b>	
<b>10.</b>	Read and comprehend complex literary and informational texts independently and proficiently.

\*Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

# College and Career Readiness Anchor Standards

## Writing

<b>Texts Types and Purposes*</b>	
<b>1.</b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<b>2.</b>	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>3.</b>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>Production and Distribution of Writing</b>	
<b>4.</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>5.</b>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>6.</b>	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
<b>Research to Build and Present Knowledge</b>	
<b>7.</b>	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
<b>8.</b>	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<b>9.</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>Range of Writing</b>	
<b>10.</b>	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.

\*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

# College and Career Readiness Anchor Standards

## Speaking and Listening

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<b>Comprehension and Collaboration</b>	
<b>1.</b>	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.
<b>2.</b>	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>3.</b>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
<b>Presentation of Knowledge and Ideas</b>	
<b>4.</b>	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.
<b>5.</b>	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
<b>6.</b>	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

# College and Career Readiness Anchor Standards

## Language

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<b>Conventions of Standard English</b>	
<b>1.</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>2.</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>Knowledge of Language</b>	
<b>3.</b>	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.
<b>Vocabulary Acquisition and Use</b>	
<b>4.</b>	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.
<b>5.</b>	Demonstrate understanding of word relationships and nuances in word meanings.
<b>6.</b>	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.