

OREGON ADULT COLLEGE & CAREER READINESS STANDARDS (OACCRS)

Language Arts Handbook



Updated & Published July 1, 2025

Table of Contents

Preface	6
Message from the Leadership of Oregon’s Adult Basic Skills Program	6
OACCRS Development Team	7
Introduction: The Evolution of Oregon’s Adult Basic Skills Standards	8
Content Standards in Adult Education and Literacy	8
Rationale for Adopting the CCRS in Oregon	11
Oregon Adult CCRS & ELPS Correlation	13
Oregon Adult College and Career Readiness Standards for Language Arts	16
The Four Dimensions of Performance	17
Key Advances of the College and Career Readiness Standards	17
Key Advance 1 – Complexity	18
Key Advance 2 – Evidence	19
Key Advance 3 – Knowledge	19
The Role of Prior Knowledge	19
The Language Arts Standards	20
Reading Standards	20
Reading Process Skills	20
Reading Process Skills Description	20
CCRS Reading Anchors	21
CCRS Reading Anchors with Level-Specific Descriptors	22
Writing Standards	35
Writing Process Skills	35
Writing Process Skills Description	35
CCRS Writing Anchors	36
CCRS Writing Anchors with Level-Specific Descriptors	37
Speaking and Listening Standards	51
Speaking and Listening Process Skills	51
Speaking and Listening Process Skills Description	51
CCRS Speaking and Listening Anchors	52
CCRS Speaking and Listening Anchors with Level-Specific Descriptors	53
Language Standards	60
Language Standards Overview	60
CCRS Language Anchors	60
CCRS Language Anchors with Level-Specific Descriptors	61
Reading Foundational Skills Standards (for Lower Literacy Levels)	71
CCRS Reading Foundational Skills Anchors	71
CCRS Reading Foundational Skills Anchors with Level-Specific Descriptors	71

Single-Level Views of Standards	76
Level A Single-Level Views: Reading, Writing, Speaking & Listening, and Language	76
Reading Standards: Level A	76
Writing Standards: Level A	80
Speaking and Listening Standards: Level A	84
Language Standards: Level A	90
Level B Single-Level Views: Reading, Writing, Speaking & Listening, and Language	92
Reading Standards: Level B	92
Writing Standards: Level B	97
Speaking and Listening Standards: Level B	104
Language Standards: Level B	110
Level C Single-Level Views: Reading, Writing, Speaking & Listening, and Language	113
Reading Standards: Level C	113
Writing Standards: Level C	118
Speaking and Listening Standards: Level C	124
Language Standards: Level C	131
Level D Single-Level Views: Reading, Writing, Speaking & Listening, and Language	134
Reading Standards: Level D	134
Writing Standards: Level D	139
Speaking and Listening Standards: Level D	145
Language Standards: Level D	151
Level E Single-Level Views: Reading, Writing, Speaking & Listening, and Language	154
Reading Standards: Level E	154
Writing Standards: Level E	160
Speaking and Listening Standards: Level E	167
Language Standards: Level E	173
Reading Foundational Skills Levels I-III	176
Reading Foundational Skills Standards Level I	176
Reading Foundational Skills Standards: Level II	177
Reading Foundational Skills Standards: Level III	178
Teacher Toolbox	180
Tool 1: Using the Four Dimensions of Performance	180
4 Dimensions of Performance: Practice	185
Tool 2: Selecting Texts Worth Reading	186
Determining Student Levels	187
CASAS Reading GOALS 2 Score Ranges for NRS and OACCRS Levels	187
Selecting Texts Worth Reading: Practice	187
Tool 3: Identifying Questions Worth Answering	194
Identifying Questions Worth Answering: Practice 1 (CCRS Level D/E)	195
Worksheet 1: Identifying Questions Worth Answering: <i>The Words We Live By</i>	197
Identifying Questions Worth Answering: Practice 2 (CCRS Level E)	198
Worksheet 2: Identifying Questions Worth Answering: Eleanor Roosevelt's Speech	200
Tool 4: Creating High-Quality Writing Prompts	204
Creating High-Quality Writing Prompts: Example 1 (CCRS Level D/E)	204
Creating High-Quality Writing Prompts: Practice 1 (CCRS Level E)	205
References	207
Appendices	209

Appendix A: What the OACCRS Are Not	209
Appendix B: Resources	210
Appendix C: Glossary	213

Preface

Message from the Leadership of Oregon's Adult Basic Skills Program

In 2019, after much hard work among dedicated faculty, program directors, and the Adult Basic Skills (ABS) leadership team of the Office of Community Colleges and Workforce Development (CCWD) at the Higher Education Coordinating Commission (HECC), our statewide collaborative released the Oregon Adult College and Career Readiness Standards (OACCRS) as the adopted standards for student learning outcomes alignment in Title II programs. ABS programs, including both English language acquisition and secondary credentialing, were previously aligned to the Oregon Adult Learning Standards (OALS). The OALS provided a well-respected base, and we have retained some of their most important elements.

Adult Basic Skills programs play an important role in providing all Oregonians the skills they need for family self-sufficiency, fulfilling careers, community engagement, and continued education. As the primary source for skill building among adult learners, ABS programs help students make connections to the pathways that can lead to better jobs and advancement of career goals. Our shared commitment to ongoing program improvement remains our greatest strength for serving Oregonians together. With the adoption of OACCRS, the transition from Oregon-focused standards to national standards strategically positions Title II programs to align implementation efforts with our partner initiatives, such as Perkins V, Career Pathways and the WIOA state plan. Additionally, OACCRS provide a framework for helping both state and local partners coordinate services for reaching the Adult Attainment Goal in Oregon.

CCWD worked closely with local program directors and ABS faculty to develop a two-year implementation plan that supports programs in making a successful transition to OACCRS. Using existing resources that have already been aligned to national standards, OACCRS trainings provide access to a variety of instructional materials that build upon a shared understanding of new curricula for ABE/ASE/GED/AHSD and ESL instruction in Title II programs across the state. OACCRS Foundation Training, as required per Oregon Policy for Title II programs, can be accessed on the CCWD website. Foundation Training comprises an OACCRS Orientation Module and an Adult Education Module (see Oregon ABS Policy Manual, Section 5).

The leadership of Oregon's Adult Basic Skills Programs is committed to providing a solid foundation for the success of all adult learners. Implementation of the OACCRS is a major step towards building that foundation.

Sincerely,

Donna Lewelling

Oregon ABS State Director

Darlene Geiger

OCABSD Chair (2018-19)

OACCRS Development Team

The Oregon Office of Community Colleges and Workforce Development (CCWD) wishes to acknowledge those who have contributed to the development of the Oregon Adult College and Career Readiness Standards Handbooks for Instruction. Their dedication, expertise, and excellent work are deeply appreciated.

OACCRS Language Arts

Melody Abarca-Millan, Chemeketa Community College

Kiersta Fricke-Gostnell, Rogue Community College

Anne Greenhoe, Portland Community College

Tracy Henninger-Willey, Lane Community College

Cybele Higgins, Lane Community College

Sue Moser, Portland Community College

Deborah Saari, Mt. Hood Community College

OACCRS Mathematics

Michael Hunter-Bernstein, Portland Community College

Donna Parrish, Rogue Community College

Lori Lundine, Rogue Community College

Britta Walker, Rogue Community College

John Wootton, Treasure Valley Community College

Project Lead Consultant

Susan Fish, CCWD

State Leadership Coordinator

Helen Dunford, CCWD (former)

Ashley Garrigan, CCWD (current)

Formatting Team

Tamy Perkins

Brooklyn Cruz

Rachel Chagnon

Introduction: The Evolution of Oregon's Adult Basic Skills Standards

Content Standards in Adult Education and Literacy

Standards-based education has been an integral part of national and state initiatives to improve the quality of adult education and literacy programs for over a decade. Content standards define what learners should know and be able to do within a specific content area. Oregon's adult learning standards represent exit performance at each level. Effective standards that are fully implemented have a powerful, positive impact on instruction and learning.

- Standards that are grounded in real expectations can prepare students for success in higher levels of education and employment.
- Agreed-upon standards can provide a common language for the field and guide professional development.
- Rigorous standards that clearly describe expectations for student outcomes can encourage educators to be accountable to stakeholders, students, and each other.
- Clear standards can be the basis for formative and summative assessments which measure student progress and program improvement.
- Standards that are comprehensive and coherent can tell educators how to focus and sequence curriculum and instruction.

Recognizing the value content standards could bring to adult education, the U.S. Department of Education Office of Vocational and Adult Education (OVAE)¹ launched a national standards effort in 2003. This initiative—*Promoting College and Career-Ready Standards in Adult Basic Education*—sought to reinforce the connections between adult education, postsecondary education, and work by articulating the critical skills and knowledge adults must have for success in college, technical training, and careers. The initiative promised to produce a set of college and career readiness standards for adult education and a review of the alignment between the National Reporting System (NRS) and selected standards for adult education.

Oregon also recognized the contributions that content standards could make to the quality of Adult Basic Skills (ABS) programs when the Oregon Council for Adult Basic Skills Development (OCABSD) unanimously agreed in May of 2008 to support the development and implementation of content standards for adult learners. The subsequent process of developing and piloting standards was jointly led by directors, instructors, state staff, and national experts. Their product, the Oregon Adult Basic Skills (ABS) Learning Standards, was deeply rooted in Equipped for the Future (EFF), a framework that outlined what was important for adults to know and be able to do as lifelong learners, parents and family members, citizens and community members, and workers. After extensive piloting and revision, the Office of Community Colleges and Workforce Development (CCWD) published the *Read with Understanding, Listen Actively, Speak So Others Can Understand*, and *Use Math to Communicate and Solve Problems* frameworks in 2010, followed by the *Write to Express Meaning* framework in 2014.

¹ In 2014, OVAE became the Office of Career, Technical and Adult Education (OCTAE).

From 2010 through 2015, the Oregon Professional Development System delivered extensive professional development opportunities for the Oregon Adult Basic Skills (ABS) Learning Standards through face-to-face training, including Orientations, Learning Circles, and Institutes. Beginning in 2016-2017, CCWD offered an online Orientation for Instructors and an online Orientation for Administrators.

In 2010, as ABS practitioners worked on standards for adult learners in Oregon, the National Governors Association (NGA) and the national Council of Chief State School Officers (CCSSO) published the Common Core State Standards for K-12 (CCSS) in English Language Arts/Literacy and Mathematics.

These CCS Standards became the foundation for the first product from OVAE's initiative, which was a report published in 2013, *College and Career Readiness Standards for Adult Education* (CCRS). The report delineates sets of standards in English language arts/literacy and mathematics, specifically identifying what adults need to know to be genuinely ready for postsecondary education, training, and employment. In the introduction to the report, OVAE explained why it made sense to base college and career readiness standards for adult education in standards developed for K-12.

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 that such a consensus emerged². 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 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).

OVAE appointed a panel of experts from adult education, community colleges, and career and technical training to adapt the CCSS for adult education. The panel was charged with reducing the extensive list of standards in the CCSS to a number manageable for adult education programs and students based on relevance, importance, and where the evidence for college and career readiness was most compelling. Exact wording of the CCS Standards was maintained except to change references to K-12 grades or children and to create examples more appropriate for adults.

The CCRS report also includes essential stipulations about what the CCR Standards are not—they do not specify how instructors should teach; they are not a curriculum; they do not include the full spectrum of support appropriate for English language learners. A full list of these statements is included in Appendix A.

The CCR Standards report fulfilled OVAE's 2003 commitment to strengthening the connections between adult education, postsecondary education, and work. However, the report's

² Map: Tracking the Common Core State Standards. (2015, June 29). Retrieved July 1, 2019, from <https://www.edweek.org/ew/section/multimedia/map-states-academic-standards-common-core-or.html>

introduction clearly passes that challenge forward to local programs which provide students the opportunity to acquire college and career readiness skills to pursue their long-term career aspirations.

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).

The occupational projections from the Oregon Employment Department (OED) emphasize the essential relationship between education and employment, indicating that 49.5%, or half, of all job openings in Oregon between 2017 and 2027 call for post-secondary education and training beyond high school. Moreover, according to OED projections, 61% of new job growth calls for education or training beyond high school, and 98% of jobs with above average wages (jobs that afford a chance to support a family) require a postsecondary credential or degree³. This need for post-secondary education and training is reflected in the Workforce Innovation and Opportunity Act (WIOA), which became law in 2014. Title II of WIOA, called the Adult Education and Family Literacy Act, ramped up the expectations for students in Adult Basic Education (ABE), Adult Secondary Education (ASE), and English for Speakers of Other Languages (ESOL, referred to as ESL in this handbook) programs. Completion of high school equivalency was redefined from passing the GED Test to passing the GED Test *and* entering postsecondary education and/or employment. The stronger focus was also apparent in the introduction of a new activity, Integrated Education and Training (IET), which allows use of Title II funding for programs to offer basic skills and workforce training simultaneously.

WIOA also compelled action on the Oregon ABS Learning Standards by requiring that states describe how the content standards for Title II-funded activities would be aligned with state content standards adopted under the Elementary and Secondary Education Act Education (ESEA). Oregon's alignment was indirect: the national CCRS were clearly aligned with the CCS Standards, which Oregon had adopted for K-12, so Oregon ABS was obligated to demonstrate the alignment between the Learning Standards and the CCRS. To do this, CCWD commissioned national CCRS experts to conduct gap analyses of the Oregon ABS Learning Standards. This led to a comprehensive revision of the math standards and an addition of the CCRS key advances or shifts to all of the learning standards frameworks. The revised standards frameworks were published on the Higher Education Coordinating Commission (HECC) website in 2016 with a new name, the Oregon Adult Learning Standards (OALS).

³ HECC analysis of occupation and earnings data from the Oregon Employment Department, 2018, qualityinfo.org.

Rationale for Adopting the CCRS in Oregon

In 2017-2018, fulfilling WIOA requirements, CCWD reviewed Title II providers' implementation of OALS. Reports of participation in professional development and an inventory of local learning standard activities and documents revealed significant gaps in implementation. During discussions regarding the barriers to implementation of OALS with program administrators and instructors, the lack of resources at both the state and local levels for professional and curriculum development and the measurement of outcomes were raised.

In the winter of 2018, a group of instructors, program administrators, and CCWD staff asked two fundamental questions. The first was whether or not CCRS could be part of a solution to reduce these barriers. If yes, how could Oregon retain the unique strengths of the OALS while adopting the CCRS?

Adopting the CCRS could also solve some of the resource issues. As stated in the CCR Standards report, the close relationship between CCRS and CCSS has an additional advantage.

With 46 states adopting the CCSS, a full range of standards-based resources have been developed from which adult education can benefit. These include formative and summative assessments, instructional materials, teacher preparation, and professional development opportunities. These materials are more robust than any one state—or any one program—could afford to develop on its own. Many of those resources are available online; they are free and easy to locate.

CCRS builds on the foundation of CCSS. As a result, materials have been developed which are appropriate for adult learners and allow adult education programs to leverage this valuable resource.

OCTAE has contributed resources specific to CCRS to the LINCS College and Career Standards Resource Collection. LINCS also provides online access to tools and materials developed by partnerships made possible by the existence of a common set of standards. At the state and local levels, state adult education units, professional associations, community colleges, and other organizations have developed materials and staff development resources that are accessible online through state adult education offices and literacy resource centers.

Finally, adopting CCRS could make alignment between CASAS® and standards more transparent. OCTAE has approved new assessment instruments which are directly aligned to the CCR Standards. These tests are included in the test benchmarks and educational functioning levels (EFL) chart published in March 2019, fulfilling the second promise of OVAE's *Promoting College and Career-Ready Standards in Adult Basic Education* initiative.

The answer to the second question, how to incorporate the unique strengths of the OALS with CCRS, was more complex, but discussions with the directors, trainers, and developers of the Learning Standards led to a vision of new standards that could transparently combine OALS with CCRS.

With encouraging answers to both of the fundamental questions, OCABSD agreed in fall of 2018 to adopt the CCRS as the primary standards for student learning outcomes in Title II programs. Noting the role that OALS likely played in assisting Oregon to reach current levels of success for students, the agreement stipulated that parts of OALS should be retained as research-based guidelines that go beyond CCRS.

Prompted by that agreement, ten consultants, many of whom helped develop the Oregon ABS Learning Standards, produced the Oregon Adult College and Career Readiness Standards (OACCRS) Handbooks for Instruction, therefore realizing the vision of standards that transparently encompass key elements of the standards developed by Oregon and the national CCRS. These standards, mandated for use by Oregon Title II programs beginning July 1, 2020, aim to achieve revised goals that sustain the original vision for Oregon's first content standards in 2008.

- A statement of key sets of knowledge and skills which support student success in high school equivalency and transition to postsecondary education/training and careers
- A common language for the ABS system to talk about teaching and learning
- A basis for statewide professional development grounded in research and best practice
- Broad access to national, state, and organizational resources
- A clearly delineated continuum of skills that guide goal-setting, curriculum, instruction, assessment, and accountability
- Explicit alignment with mandated assessment to guide placement and instruction and promote program success in meeting targets
- Consistent expectations across programs for learners who transfer between institutions
- Support for program efforts in course development or revision as part of college institutional effectiveness and program improvement

The OACCR Standards were developed to meet these goals and to strengthen the success of adult learners in Oregon, where approximately 69% of job openings required education beyond high school as of 2020. ABS programs can achieve this potential for student success only if they fully implement the standards. By mandating the OACCRS and publishing this Handbook, CCWD took the first steps toward implementation. The Handbook provides support with multiple views of standards, specific tools for teaching, and resources that can assist in curriculum development and delivery. CCWD has reinvigorated statewide and regional professional development opportunities and supports local efforts such as Professional Learning Communities and expert coaching for curriculum development. Content standards have their maximum impact when they are the heart of instruction and learning in local programs.

Unless otherwise noted, quotations from and information about the CCR Standards are adapted from the *College and Career Readiness Standards for Adult Education* (April 2013). See [References](#) in Appendix C.

Oregon Adult CCRS & ELPS Correlation

Oregon Adult English Language Proficiency Standards (OAELPS) are closely connected to the Oregon Adult College and Career Readiness Standards (OACCRS). OAELPS are intended to support English language ABS learners in meeting the OACCRS, whether they are in English language learning classes or in other types of ABS classes such as GED and Adult Education (see Figure 1). It is expected that as learners advance in their English language skills, there will be increasing use of OACCRS with decreasing OAELPS support, as illustrated in Figure 2 below.



Figure 1⁴

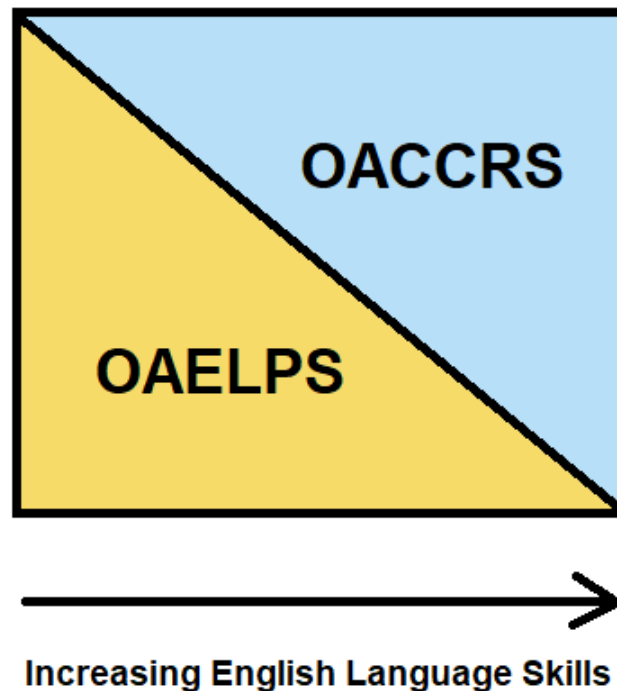


Figure 2

The chart below shows specifically how the OAELPS and OACCRS levels are connected to each other as well as to the CASAS levels. Use the chart below to determine the OAELPS and/or OACCRS level of your student.

⁴ Egan, P., & Liden, A. (n.d.) *The English Language Proficiency Standards for Adult Education* [Webinar]. New England Literacy Resource Center. <https://drive.google.com/file/d/1KNZvFuGyuQimLQIFZ5UnbLWQIGr8btdV/view?ts=629a6ee3>

OAE LPS and OACCRS Correlation Chart

CASAS Score Ranges for OAE LPS and OACCRS Levels										
OAE LPS					OACCRS					
NRS ESL Level	Reading and Listening ESL Educational Functioning Levels	OAE LPS Levels	CASAS Listening STEPS Score Ranges	CASAS Reading STEPS Score Ranges	CASAS Math GOALS 2 Score Ranges	Math Educational Functioning Levels	CASAS Reading GOALS 2 Score Ranges	OACCRS Language Arts Levels	Reading ABE/ASE Educational Functioning Levels	NRS ABE Level
1	Beginning ESL Literacy	1	181 and below	183 and below	192 and below	Beginning ABE Literacy	203 and below	A	Beginning ABE Literacy	1
2	Low Beginning ESL		182 -191	184 - 196						
3	High Beginning ESL	2	192 - 201	197 - 206						
4	Low Intermediate ESL	3	202 - 211	207 - 216	193 - 203	Beginning Basic Education	204-216	B	Beginning Basic Education	2
5	High Intermediate ESL	4	212 - 221	217 - 227	204 - 213	Low Intermediate	217-227	C	Low Intermediate	3
6	Advanced ESL	5	222 - 231	228 - 238	214 - 224	Middle Intermediate	228-238	D	High Intermediate	4
----	Exit Advanced ESL	Exit	232 and above	239 and above	225 - 235	High Intermediate	239-248	E	Low Adult Secondary Education	5
----	----	----	----	----	236 and above	Adult Secondary Education	249 and above		High Adult Secondary Education	6

Below is an example of how to use the Oregon Adult CCRS & ELPS Correlation Chart.

Example:

An ELL who is transitioning to English GED classes scores a 238 on their CASAS Reading GOALS 2 test. This is OACCRS Language Arts Level D. The instructor can look at Anchors from OAELPS Level 5 in order to best provide supplemental language support for this student.

CASAS Score Ranges for OAELPS and OACCRS Levels										
OAELPS					OACCRS					
NRS ESL Level	Reading and Listening ESL Educational Functioning Levels	OAELPS Levels	CASAS Listening STEPS Score Ranges	CASAS Reading STEPS Score Ranges	CASAS Math GOALS 2 Score Ranges	Math Educational Functioning Levels	CASAS Reading GOALS 2 Score Ranges	OACCRS Language Arts Levels	Reading ABE/ASE Educational Functioning Levels	NRS ABE Level
6	Advanced ESL	5	222 - 231	228 - 238	214 - 224	Middle Intermediate	228-238	D	High Intermediate	4

Oregon Adult College and Career Readiness Standards for Language Arts

The OACCRS are made up of the Anchors, Descriptors, Applications, Key Advances, Process Skills, and Four Dimensions of Performance. The Anchors, Descriptors, and Key Advances are part of the national CCRS. The Applications, Process Skills, and Four Dimensions of Performance were developed by experienced Oregon ABS faculty.

The Anchors, Descriptors, and Applications can broadly be seen as the content in the standards.

- **Anchor**: Overarching learning goal for all levels; stays the same across all levels.
- **Descriptor**: The level-specific description for the learning goal.
- **Applications**: Discrete skills for meeting the descriptor; not exclusive or comprehensive.

Key Advances: The foundational underpinnings of common-core-based standards, including OACCRS and OAELPS, which represent new guidelines around literacy instruction to prepare adults for college and careers. The three key advances are complexity, evidence, and knowledge.

Process Skills: Overarching elements that guide learning and instruction. There are process skills for reading, writing, and speaking/listening. These were retained from the previous version of Oregon's adult education standards.

Four Dimensions of Performance: Foundational principles that provide a way to examine developmental changes in skills performance across levels. Additionally, they allow instructors to assess proficiency and measure learning.

There are four sections to the Oregon Adult College and Career Readiness Standards (OACCRS) for Language Arts (LA).

- Section 1 describes the **Four Dimensions of Performance**, underlying principles of the OACCRS-LA.
- Section 2 is a detailed explanation of the **Key Advances**, additional foundational principles of the OACCRS-LA that guide teaching and learning.
- Section 3 is the **Language Arts Anchors** which include Reading, Writing, Speaking and Listening, Language, and Reading Foundational Skills.
- Section 4 is the **Teacher Toolbox**, which contains resources to help teachers better understand and use the Standards.
- Following the four sections of the OACCRS-LA are the Appendices, which contain additional materials that extend the understanding and use of the OACCR-LA.

The Four Dimensions of Performance

The College and Career Readiness Standards (CCRS) describe key features of effective performance of skills. It is also necessary for the instructor to consider how learners develop and use a skill effectively. For instance, what does writing look like at different levels, from novice to expert? The Four Dimensions of Performance provide a way to look at developmental changes in performance of skills across levels, and in addition, they allow instructors to assess proficiency and measure learning, drawing from cognitive science research to do so. The Four Dimensions of Performance are foundational principles of the OACCRS-LA.

The Four Dimensions of Performance are as follows and include student-facing questions to help gauge current levels of performance:

Structure of Knowledge Base

What do I know (facts, rules, procedures, concepts, etc.), and how do I organize what I know?
How do I organize and access knowledge?

Fluency of Performance

Am I able to perform the task automatically, or is it difficult?

Independence of Performance

How much guidance do I need? Do I know what to do in a particular situation?

Range of Conditions for Performance

In how many different tasks and contexts am I able to use a skill?

The Four Dimensions of Performance can be used when creating assessments, planning instruction that includes scaffolded units or connected lessons, and developing multilevel instruction. (See **Teacher Toolbox:** [Using the Four Dimensions of Performance](#) for more information about how to use the Four Dimensions of Performance in instruction).

Key Advances of the College and Career Readiness Standards

The 2019 Oregon Adult College and Career Readiness Standards (OACCRS) strongly emphasize the Key Advances of the CCRS. OACCRS strongly emphasize the three **Key Advances** of the CCRS which focus on the learner skills of understanding complex texts, identifying evidence, and building knowledge. The CCRS Key Advances (also referred to in the CCRS as Key Shifts) for English Language Arts and Literacy are woven into the Standards and explained in more detail in the [Teacher Toolbox](#).

The Key Advances are the result of national research on the Common Core State Standards (CCSS) for K- 12 education and are outlined by Student Achievement Partners (2012). The three advances in instruction “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 through the careful examination of the text itself.” Thus, the OACCRS Language Arts Standards that follow 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.”

A brief explanation of each Key Advance in the OACCRS-LA follows.

Key Advance 1 - Complexity

Regular Practice with Complex Text and Its Academic Language

Underlying the standards 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 advance in the OACCRS for Language Arts is exposing students to appropriately complex texts in both instruction and assessment. (See **Teacher Toolbox:** [Selecting Texts Worth Reading](#) for more information about how to choose complex texts to use in instruction.)

This focus on increasing student exposure to complex text includes a staircase of increasing text complexity for students to read independently and proficiently and is detailed in CCRS Reading Anchor 10. As the OACCRS LA focus on how skilled readers read and skilled writers write, this advance calls for instructors to provide students with frequent and multiple exposure to text containing vocabulary and structures that learners are likely not comfortable producing.

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, math, science, history, and the arts. Thus, CCRS Reading Anchor 4 as well as Language Anchor 6 emphasize the use of both general academic and content-specific vocabulary development.

Key Advance 2 - Evidence

Reading, Writing, and Speaking Grounded in Evidence from both Literary and Informational Text

The second key advance is the prioritization of evidence from texts across the domains of reading and writing as well as speaking and listening, a decision based on national assessment data and input from college faculty indicating that command (in both understanding and use) 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 Anchor 1 and in the fourth of the Reading Process Skills. For writing, the focus is on analyzing sources and conducting research, as described in Writing Anchors 7–9 and covered in the third Writing Process Skills component.

Key Advance 3 - Knowledge

Building Knowledge through Content-Rich Nonfiction

The third key advance is a strong focus on literacy across the disciplines of math, science, social studies, and technical subjects in addition to English language arts. Informational text makes up the vast majority of required reading in college and the workplace, and it therefore should be emphasized in instruction. Through an extended focus on literacy in the domains of science, history, and technical subject areas, students can build the knowledge that prepares them for college and careers. Given that literacy across disciplines is one of the goals of adult education, the OACCRS-LA emphasize the comprehension of informational text. This does not mean that students do not have exposure to literary text, but rather that there is a special emphasis on the knowledge which is built specifically through content-rich, informational text.

The Role of Prior Knowledge

There is a focus on evidence-based responses to informational and literary texts in the OACCRS and the GED®. This is important because by focusing on evidence in the text, learners of varying backgrounds have a more equitable opportunity to understand and respond to texts successfully. However, the value of prior knowledge should be recognized as it can still play a part in the reading, writing, and communication processes. Educators must value all learner experiences and backgrounds without inadvertently devaluing them as well as help learners understand the value of their own prior knowledge.

Prior knowledge is not a requirement in order to be successful on learning tasks and assessments. However, learners may use prior knowledge in a number of ways. Learners can use prior knowledge to create meaning from what they read by synthesizing it with what they already know, such as further illustrating an argument in their writing. Prior knowledge can also aid students in making inferences and drawing conclusions. In addition, recognizing prior knowledge can make the reading, writing, and communication processes more relevant for learners.

The Language Arts Standards

The state of Oregon adopted the CCRS, which are based on the Common Core State Standards (CCSS), creating the Oregon Adult College and Career Readiness Standards for Language Arts (OACCRS-LA). These exit standards retain the former Oregon Adult Learning Standards (OALS) Read with Understanding (now called Reading Process Skills), Write to Express Meaning (now called Writing Process Skills), and Listen Actively & Speak So Others Can Understand (now called Speaking and Listening Process Skills) as overarching elements that guide learning and instruction.

Reading Standards

The Oregon Adult College and Career Readiness Standards for Reading are comprised of the College and Career Readiness Anchors for Reading and related level-specific descriptors along with the Reading Process Skills. Together these inform both instruction and learning. Note that the Anchors in the standards do not change across levels; however, the level-specific descriptors change, delineating the progression of skill development.

Reading Process Skills

Adult learners read diverse texts to build knowledge for a variety of purposes, integrating their knowledge, skills, and strategies in the following components of the reading process:

- Determine the purpose for reading
- Select and use reading strategies appropriate to the purpose
- Monitor comprehension and adjust reading strategies as needed to deepen understanding of text
- Use textual evidence to analyze the content and reflect on the underlying meanings
- Integrate the content with prior knowledge to address the purpose for reading

Reading Process Skills Description

Adult learners read diverse texts to build knowledge for a variety of purposes, integrating their knowledge, skills, and strategies in the following components of the reading process:

Determine the purpose for reading

Skilled readers identify, clarify, and prepare for their reading purpose before engaging with a text. Students understand that they have varied, authentic purposes for reading in everyday, academic, job, and career settings. Skilled readers ask themselves why they are reading a text to help determine the appropriate strategies for the reading task. Gathering specific information from a short text requires different strategies than synthesizing information from a complex text.

Select and use reading strategies appropriate to the purpose

Skilled readers choose reading strategies appropriate to their reading purpose. They understand the various strategies available and how to apply them. For example, in order to

gather discrete information from a short text, students may scan for that information; in order to synthesize complex information, students may highlight important passages and create a graphic organizer to connect the various pieces of information. To illustrate, a student reading an article about diabetes to find specific information about threshold blood sugar levels for diabetes prevention in meal planning would use different strategies when reading the same article in preparation for a knowledge-based test taken toward earning a healthcare occupation certificate or degree. The purpose helps determine the appropriate strategies for the reading task.

Monitor comprehension and adjust reading strategies as needed to deepen understanding of text

Skilled readers use metacognition to gauge their understanding and adjust their reading strategies appropriately. They ask themselves if they are understanding what they are reading and, if necessary, adjust their strategies to check and deepen comprehension, for example by rereading, summarizing, using context clues, and making connections or discussing with others.

Use textual evidence to analyze the content and reflect on the underlying meanings

Skilled readers cite textual evidence in order to support their understanding with specific information directly from the text. They are able to use textual evidence to analyze the content as well as make inferences and draw conclusions about the underlying meanings of the text.

Integrate the content with prior knowledge to address the reading purpose

Skilled readers identify and tap into their prior knowledge to connect what they already know with new information in order to address the reading purpose. When skilled readers make connections from their experience to the text, they have a foundation upon which they can integrate new facts, ideas, and concepts. As skilled readers, they think about what they are reading and consider how it fits with what they already know. In this way, they build upon the schema that they already have developed to construct knowledge.

CCRS Reading Anchors

Key Ideas and Details

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.

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

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

Craft and Structure

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.

Reading Anchor 5. Analyze the structure of a text, 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.

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

Integration of Knowledge and Ideas

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

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.

Reading 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.

Range of Reading and Level of Text Complexity

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

CCRS Reading Anchors with Level-Specific Descriptors

The citation after each level-specific descriptor is placed there for several purposes. First, it is a reference to the specific CCSS anchor that it comes from. In addition, the citation can aid in online searches for more anchor level-specific topics in that content area (e.g., literature, science). Finally, the citation can help with searching for lesson plan ideas. See the key below.

Note: The anchor and descriptor are addressed to the student. The instructor's role is to provide opportunities for the student to meet the exit standard. Applications for each descriptor can be found in the [single-level views](#).

CCSS READING ANCHOR KEY

Key: The citation at the end of each anchor in the following charts 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
RL: Reading Literature

RH: Reading Historical/Social Studies Text
RST: Reading Scientific and Technical Text

CCRS 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. (*Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.*)

A	B	C	D	E
Ask and answer questions about key details in a text. (RI.RL.1.1)	Ask and answer questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. (RI/RL.2.1)	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) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.5.1)	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) <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)	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) <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)

CCRS Reading 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 Reading Anchor 10.)*

A	B	C	D	E
<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 judgements. (RI/RL.6.2)</p> <p>Application: 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>	<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>

CCR Reading 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 Reading Anchor 10.)*

A	B	C	D	E
<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> <p>Application: identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered). (RH.6-8.3)</p> <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>

CCRS 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. *(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)*

A	B	C	D	E
<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 (<i>e.g., how the language of a court opinion differs from that of a newspaper</i>). (RI/RL.9-10.4)</p> <p><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>

CCRS Reading 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 Reading Anchor 10.)*

A	B	C	D	E
<p>Know and use various text features (e.g., <i>headings, tables of contents, glossaries, electronic menus, icons</i>) to locate key facts or information in a text. (RI.1.5)</p>	<p>Know and use various text features (e.g., <i>captions, bold print, subheadings, glossaries, indexes, electronic menus, icons</i>) to locate key facts or information in a text efficiently. (RI.2.5)</p> <p>Use text features and search tools (e.g., <i>key words, sidebars, hyperlinks</i>) to locate information relevant to a given topic efficiently. (RI.3.5)</p>	<p>Describe the overall structure (e.g., <i>chronology, comparison, cause/effect, problem/solution</i>) 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., <i>chronology, comparison, cause/effect, problem/solution</i>) 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., <i>a section or chapter</i>). (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>

CCRS Reading 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 Reading Anchor 10.)*

A	B	C	D	E
<p><i>There is no descriptor for this level.</i></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 (<i>e.g., loaded language, inclusion or avoidance of particular facts</i>). (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> <p><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> <p>Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (<i>e.g., satire, sarcasm, irony, or understatement</i>). (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</p>

				<p>which details they include and emphasize in their respective accounts. (RH.9-10.6)</p>
--	--	--	--	---

CCRS Reading 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 Reading Anchor 10.)*

A	B	C	D	E
Use the illustrations and details in a text to describe its key ideas (e.g., <i>maps, charts, photographs, political cartoons, etc.</i>). (RI.1.7)	<p>Use information gained from illustrations (e.g., <i>maps, photographs</i>) and the words in a text to demonstrate understanding of the text (e.g., <i>where, when, why, and how key events occur</i>). (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., <i>create mood, emphasizing aspects of a character or setting</i>). (RL.3.7)</p>	<p>Interpret information presented visually, orally, or quantitatively (e.g., <i>in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages</i>) 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., <i>in charts, graphs, photographs, videos, or maps</i>) 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., <i>in a flowchart, diagram, model, graph, or table</i>). (RST.6-8.7)</p>	<p>Integrate quantitative or technical analysis (e.g., <i>charts, research data</i>) 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., <i>a table or chart</i>) and translate information expressed visually or mathematically (e.g., <i>in an equation</i>) into words. (RST.9-10.7)</p>

CCRS 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. *(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)*

A	B	C	D	E
Identify the reasons an author gives to support points in a text. (RI.1.8)	Describe how reasons support specific points the author makes in a text. (RI.2.8)	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)	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)	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)

CCRS Reading 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. *(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)*

A	B	C	D	E
<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., <i>Washington's Farewell Address</i>, the <i>Gettysburg Address</i>, <i>Roosevelt's Four Freedoms speech</i>, <i>King's "Letter from Birmingham Jail"</i>), 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</p>

				<p>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> <p><i>Application:</i> compare and contrast treatments of the same topic in several primary and secondary sources. (RH.9-10.9)</p>
--	--	--	--	--

CCRS Reading 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	Source Rater
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)	7.0 - 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
11 th - 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 the CCRS for research explaining the importance of text complexity in reading achievement. See [Teacher Toolbox, Tool 2: Selecting Texts worth Reading](#) in this document for additional information about quantitative and qualitative measures of text complexity

Writing Standards

The OACCRS Writing Standards are comprised of the CCRS Writing Anchors and related level-specific descriptors along with the Writing Process Skills. The Writing Process Skills summarize the process that skilled writers use when writing for an audience. In conjunction with the CCRS anchors and descriptors, they serve as a guide for teaching and learning. Note that the Anchors in the standards do not change across levels; however, the level-specific descriptors change, delineating the progression of skill development.

Writing Process Skills

Adult learners write to express meaning for a variety of purposes, integrating their knowledge, skills, and strategies in the following components of the writing process:

- Determine the purpose for writing
- Select and use writing strategies appropriate to the purpose
- Develop and organize ideas using evidence to serve the writing purpose
- Use self-review and feedback from others to revise text
- Use English language conventions and edit text to increase reader understanding and meet the writing purpose

Writing Process Skills Description

Adult learners write to express meaning for a variety of purposes, integrating their knowledge, skills and strategies in the following components of the writing process:

Determine the purpose for writing

Skilled writers identify, clarify, and prepare for their writing purpose in a specific situation. For example, they consider how purpose and audience will affect content, choice of supporting evidence and examples, word choice, style, links, formality, organization, and the format of the text.

Select and use writing strategies appropriate to the purpose

Skilled writers choose among a variety of strategies appropriate to planning and organizing specific text types. They determine relevant strategies for addressing the writing purpose, including the presentation of complex arguments, and they extract ideas from diverse sources, checking that information is accurate and sources are credible. Skilled writers also use graphic organizers and practice with models to prepare for varied writing purposes, such as high-stakes, timed certification exams.

Develop and organize ideas using evidence to serve the writing purpose

Skilled writers draw on evidence in the text to develop and organize their ideas in order to serve the writing purpose. They may incorporate prior experience, new knowledge, and their own questions, interests, and observations as appropriate to develop and organize ideas and information in varied texts, using evidence as support.

Use self-review and feedback from others to revise text

Skilled writers evaluate and revise their writing, including the use of feedback from others to enhance the impact of the writing and better address the writing purpose. For example, they read aloud to hear how their text sounds and collaborate with others to revise text using strategies such as question prompts. Skilled writers also evaluate whether their style and tone are appropriate to the writing purpose, and they express their own unique thoughts and ideas in a way that shows commitment to the topic, purpose, and audience.

Use English language conventions and edit text to increase reader understanding and meet the writing purpose

Skilled writers employ writing conventions appropriate for a variety of text types. They use basic and complex grammar to construct text that varies in style, length and complexity, and they include vocabulary appropriate for the context as well as their own unique thoughts and ideas along with relevant evidence gleaned from credible sources. They proofread and apply knowledge of conventions to enhance reader understanding. For example, skilled writers use punctuation correctly and for effect, and they attend to capitalization and spelling. These writers also use tools such as dictionaries, thesauruses, rubrics, and style guides as needed.

CCRS Writing Anchors

Text Types and Purposes

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

Writing 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.

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

Production and Distribution of Writing

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

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

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

Research to Build and Present Knowledge

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

Writing 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.

Writing 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 Reading Anchor 10.)

Range of Writing

Writing Anchor 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. (Note: Oregon adapted this anchor from the Common Core State Standards - CCSS; there is no Anchor 10 in the CCRS).

CCRS Writing Anchors with Level-Specific Descriptors

The citation after each level-specific descriptor is placed there for several purposes. First, it is a reference to the specific CCSS anchor that it comes from. In addition, the citation can aid in online searches for more anchor level-specific topics in that content area (e.g., literature, science). Finally, the citation can help with searching for lesson plan ideas. See the key below.

Note: The Anchor and Descriptor are addressed to the student. The instructor's role is to provide opportunities for the student to meet the exit standard. Applications for each Descriptor can be found in the [single-level views](#).

CCSS WRITING ANCHOR KEY

Key: The citation at the end of each anchor in the following charts 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.

Note: To indicate how the anchors progress, differences in wording from level to level are underlined>.

W: Writing

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

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

A	B	C	D	E
<p><i>There is no descriptor for this level.</i></p>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>Provide reasons that support the opinion.</p> <p>Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>Provide a concluding statement or section. (W.3.1)</p>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons <u>and information</u>.⁶</p> <p>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>.</p> <p>Provide <u>logically ordered</u> reasons <u>that are supported by facts and details</u>.</p> <p><u>Link opinion and reasons</u> using words, phrases, and clauses (e.g., <u>consequently</u>, <u>specifically</u>).</p>	<p>Write <u>arguments to support claims with clear</u> reasons and relevant evidence.</p> <p>Introduce <u>claim(s)</u>, <u>acknowledge alternate or opposing claims</u>, and organize the reasons and evidence logically.</p> <p><u>Support claim(s) with logical reasoning and relevant evidence using accurate, credible sources and demonstrating an understanding of the topic or text</u>.</p> <p><u>Use</u> words, phrases, and clauses <u>to create cohesion and clarify the relationships among claim(s), reasons, and evidence</u>.</p>	<p>Write arguments to support claims <u>in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient</u> evidence.</p> <p>Introduce <u>precise</u> claim(s), <u>distinguish the claim(s) from</u> alternate or opposing claims, <u>and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons and evidence</u>.</p>

⁶ To show how the anchors for writing progress, differences in wording from level to level are underlined.

		<p>Provide a concluding statement or section <u>related to the opinion presented</u>. (W.5.1)</p>	<p><u>Establish and maintain a formal style</u>.</p> <p>Provide a concluding statement or section that <u>follows from and supports the argument presented</u>. (W.7.1)</p>	<p><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>Use words, phrases, and clauses <u>to link the major sections of the text</u>, create cohesion, and clarify the relationships <u>between</u> claim(s) and reasons, <u>between</u> reasons and evidence, <u>and between claim(s) and counterclaims</u>.</p> <p>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>
--	--	---	---	--

				Provide a concluding statement or section that follows from and supports the argument presented. (W/WHST.9-10.1)
--	--	--	--	--

CCRS Writing 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.

A	B	C	D	E
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>Write informative/explanatory texts to examine a topic and <u>convey ideas and information clearly</u>.</p> <p>Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>Develop the topic with facts, definitions, and details.</p> <p>Use linking words and phrases (<i>e.g., also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>Provide a concluding statement or section. (W.3.2)</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p> <p>Develop the topic with facts, definitions, <u>concrete</u> details, <u>quotations</u>, or <u>other information and examples related to the topic</u>.</p>	<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 <u>narration of historical events, scientific procedures/experiments, or technical processes</u>.]</p> <p>Introduce a topic clearly, <u>previewing what is to follow</u>; <u>organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect</u>; include <u>formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia</u> when useful to aiding comprehension.</p>	<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> <p>Introduce a topic <u>and</u> <u>organize complex</u> ideas, concepts, and information <u>to make important connections and distinctions</u>; include <u>formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia</u> when useful to aiding comprehension.</p>

		<p><u>Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</u></p> <p><u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u></p> <p><u>Provide a concluding statement or section related to the information or explanation presented.</u> (W.4.2)</p>	<p>Develop the topic with <u>relevant</u> facts, definitions, concrete details, quotations, or other information and examples.</p> <p><u>Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</u></p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><u>Establish and maintain a formal style.</u></p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented. (W/WHST.6-8.2)</p>	<p>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></p> <p>Use appropriate <u>and varied</u> transitions to <u>link the major sections of the text</u>, create cohesion, and clarify the relationships among <u>complex</u> ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary <u>to manage the complexity of the topic.</u></p> <p>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>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>
--	--	--	--	---

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

A	B	C	D	E
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</u> event <u>or short</u> sequence <u>of</u> events, include details <u>to describe</u> <u>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.		

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

A	B	C	D	E
<i>There is no descriptor for this level.</i>	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)

CCRS Writing Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.				
A	B	C	D	E
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 Anchors 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 Anchors 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 Anchors 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 Anchors 1 - 3 at this level.) (W.11-12.5)

CCRS Writing Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.				
A	B	C	D	E
With guidance and support, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.1.6)	With guidance and support, use <u>technology</u> to produce and publish writing (<u>using keyboarding skills</u>) <u>as well as to interact and collaborate with others</u> . (W.3.6)	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)	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)	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)

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

A	B	C	D	E
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)	Conduct short research projects that build knowledge about a topic. (W.3.7)	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7)	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)	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)

CCRS Writing 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.

A	B	C	D	E
With guidance and support, recall information from experiences or gather information from provided sources to answer a question. (W.1.8)	Recall information from experiences or gather information <u>from print and digital</u> sources; <u>take brief notes on</u> sources <u>and sort evidence into provided categories</u> . (W.3.8)	Recall <u>relevant</u> information from experiences or gather <u>relevant</u> information from print and digital sources; <u>summarize or paraphrase</u> information in notes and <u>finished work</u> , <u>and provide a list of sources</u> . (W.5.8)	<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> ; <u>and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation</u> . (W/WHST.6-8.8)	Gather relevant information from multiple <u>authoritative</u> print and digital sources, using <u>advanced</u> searches effectively; <u>assess the usefulness of each source in answering the research question</u> ; <u>integrate information into the text selectively to maintain the flow of ideas</u> , avoiding plagiarism and following a standard format for citation. (W/WHST.9-10.8)

CCRS Writing 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 Reading Anchor 10).

A	B	C	D	E
<i>There is no descriptor for this level.</i>	<i>There is no descriptor for this level.</i>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply Reading Anchors 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>Apply Reading Anchors 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>Apply Reading Anchors 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 judgements</u>”).</p> <p>Apply Reading Anchors 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>Apply Reading Anchors 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</u>”).</p> <p>Apply Reading Anchors 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>

CCSS Writing Anchor 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.⁷

A	B	C	D	E
With guidance and support, write routinely over extended time frames (time for basic research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a specific task, purpose, and audience. (W.10)	With <u>some</u> guidance and support, 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 specific <u>tasks</u> , <u>purposes</u> , and <u>audiences</u> . (W.10)	With <u>limited</u> guidance and support, 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 <u>range of</u> tasks, purposes, and audiences. (W.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 <u>discipline-specific</u> tasks, purposes, and audiences. (W.10)	Write routinely over extended time frames (time for <u>in-depth</u> research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a <u>broad</u> range of discipline-specific tasks, purposes, and audiences. (W.10)

⁷ Oregon adapted this anchor from the Common Core State Standards - CCSS; there is no Anchor 10 in the CCRS.

Speaking and Listening Standards

The Oregon Adult College and Career Readiness Standards for Speaking and Listening are comprised of the College and Career Readiness Anchors for Speaking and Listening and related level-specific descriptors along with the Speaking and Listening Process Skills. Together these inform both instruction and learning. Note that the Anchors in the standards do not change across levels; however, the level-specific descriptors change, delineating the progression of skill development.

Speaking and Listening Process Skills

Adult learners speak so others can understand and listen actively for a variety of purposes, integrating knowledge, skills, and strategies in the following process:

- Determine the purpose for speaking and listening
- When speaking, organize information to effectively serve the purpose and context
- When listening, focus attention and choose listening strategies appropriate to the purpose
- Receive and convey information, paying attention to the conventions of oral English communication, including grammar, word choice, pronunciation, register, pace, and gesture in order to minimize barriers to communication
- Use strategies to monitor one's own comprehension and others' comprehension
- Determine whether or not the purpose has been met, adjusting strategies as needed
- Integrate new information with prior knowledge to address the purpose for speaking and listening

Speaking and Listening Process Skills Description

Determine the purpose for speaking and listening

Skilled speakers and listeners identify, clarify, and prepare for their speaking and listening purpose in a specific situation. For example, speakers consider how purpose and audience will affect content, choice of supporting evidence and examples, word choice, style, links, formality, organization, and the format of what they are saying. Listeners consider what they will pay most attention to and how they will retain important information (e.g., take notes, repeat aloud).

When speaking, organize information to effectively address the purpose and context

Skilled speakers organize their information to meet not just their own purpose, but also the purposes of stakeholders and their audience. They analyze the audience and context and mindfully choose what pieces of evidence will support their claims and help them achieve their purpose.

When listening, focus attention and choose listening strategies appropriate to the purpose

Skilled listeners utilize strategies to help themselves hear (e.g., turn off the TV, close a door, use headphones) and pay attention to what the speaker is saying.

Receive and convey information, paying attention to the conventions of oral English

communication, including grammar, word choice, pronunciation, register, pace, and gesture in order to minimize barriers to communication

Skilled speakers and listeners utilize conventions of oral English to effectively share information when speaking and to process information when listening.

Use strategies to monitor one's own comprehension and others' comprehension

Skilled speakers and listeners use a wide variety of strategies to determine whether they are being understood (e.g., attend to nonverbal cues) and whether they understand (e.g., repeat main ideas, ask clarifying questions).

Determine whether or not the purpose has been met, adjusting strategies as needed

Skilled speakers and listeners reflect on their purpose, even if briefly, to decide whether they have been met. If necessary or possible, skilled speakers and listeners try alternative strategies (e.g., speak more slowly, adjust pronunciation, gesture, rephrase, reorganize presentation of ideas, summarize) to meet their purpose.

Integrate new information with prior knowledge to address the purpose for speaking and listening

Skilled speakers and listeners identify and tap into their prior knowledge to connect what they already know with new information in order to address the speaking and/or listening purpose. When they make connections from their experiences to the communication task, they have a foundation upon which they can integrate new facts, ideas, and concepts. As skilled speakers and listeners, they think about what they are saying or hearing and consider how it fits with what they already know. In this way, they build upon the schema that they have already developed to construct knowledge.

CCRS Speaking and Listening Anchors

Comprehension and Collaboration

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.

Speaking and Listening Anchor 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Speaking and Listening Anchor 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

Speaking and Listening 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.

Speaking and Listening Anchor 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Speaking and Listening Anchor 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CCRS Speaking and Listening Anchors with Level-Specific Descriptors

The citation after each level-specific descriptor is placed there for several purposes. First, it is a reference to the specific CCSS anchor that it comes from. In addition, the citation can aid in online searches for more anchor level-specific topics in that content area (e.g., literature, science). Finally, the citation can help with searching for lesson plan ideas. See the key below.

Note: The Anchor and Descriptor are addressed to the student. The instructor's role is to provide opportunities for the student to meet the exit standard. Applications for each Descriptor can be found in the [single-level views](#).

CCSS SPEAKING AND LISTENING ANCHOR KEY

Key: The citation at the end of each anchor 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.

Note: To indicate how the anchors progress, differences in wording from level to level are underlined.

SL: Speaking and Listening

CCRS 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.

A	B	C	D	E
<p>Participate in collaborative conversations with diverse partners in small and larger groups.</p> <p>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).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.(SL.1.1)</p>	<p><u>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, <u>building on others' ideas and expressing their own clearly.</u></u></p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions (<u>e.g., gaining the floor in respectful ways</u>, listening to others with care,</p>	<p>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.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions <u>and carry out assigned roles.</u></p> <p>c. <u>Pose and respond</u></p>	<p>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.</p> <p>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.</p> <p>b. Follow rules for <u>collegial</u> discussions <u>and</u></p>	<p><u>Initiate and participate</u> 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 <u>and persuasively.</u></p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence <u>from texts and other research</u> on the topic or issue <u>to stimulate a thoughtful, well-reasoned exchange of</u> ideas.</p>

	<p>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><u>to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</u></p> <p>d. <u>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</u> (SL.5.1)</p>	<p><u>decision making, track progress toward specific goals and deadlines, and define individual roles as needed.</u></p> <p>c. <u>Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</u></p> <p>d. <u>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</u> (SL.8.1)</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</u></p>
--	---	---	--	--

				<div> <div>diverse</div> <div>perspectives,</div> <div>summarize points</div> <div>of agreement and</div> <div>disagreement,</div> <div>and, when</div> <div>warranted, qualify</div> <div>or justify their own</div> <div>views and</div> <div>understanding</div> <div>and make new</div> <div>connections in</div> <div>light of the</div> <div>evidence and</div> <div>reasoning</div> <div>presented. (SL.9-</div> <div>10.1)</div> </div>
--	--	--	--	---

CCRS Speaking and Listening Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.				
A	B	C	D	E
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)	<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)	<u>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</u> (SL.4.2) <u>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</u> (SL.5.2)	<u>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</u> (SL.8.2)	<u>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) 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)

CCRS Speaking and Listening Anchor 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.				
A	B	C	D	E
Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3)	Ask and answer questions <u>about information from a speaker, offering appropriate elaboration and detail.</u> (SL.3.3)	<u>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</u> (SL.5.3)	<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)	<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)

CCRS Speaking and Listening 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.				
A	B	C	D	E
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (SL.1.4)	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. (SL.3.4)	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (SL.5.4)	<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)	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)

CCRS Speaking and Listening Anchor 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.				
A	B	C	D	E
There is no CCRS level-specific descriptor for this anchor at Level A. This is an OACCRS speaking and listening descriptor and not part of the CCRS. Make strategic use of digital media and visual displays of data to express information and enhance	There is no CCRS level-specific descriptor for this anchor at Level B. This is an OACCRS speaking and listening descriptor and not part of the CCRS. Make strategic use of digital media and visual displays of data to express information and enhance	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 and to add interest.</u> (SL.11-12.5)

understanding of presentations.	understanding of presentations.			
---------------------------------	---------------------------------	--	--	--

CCRS Speaking and Listening Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

A	B	C	D	E
Speak audibly and express thoughts, feelings, and ideas clearly. (SL.K.6) Produce complete sentences when appropriate to task and situation. (See Language Anchors 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 Anchors 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 Anchors 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 Anchors 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 Anchors 1 and 3 for specific expectations.) (SL.11-12.6)

Language Standards

The Oregon Adult College and Career Readiness Standards for Language comprise the Anchors for Language and related level-specific descriptors. Note that the Anchors in the standards do not change across levels; however, the level-specific descriptors change, delineating the progression of skill development.

Language Standards Overview

The OACCRS Language Standards detail writing and speaking conventions, including grammar, punctuation, language functions, vocabulary, figurative language, and spelling.

CCRS Language Anchors

Conventions of Standard English

Language Anchor 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Language Anchor 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

Language Anchor 3. Apply knowledge of language to understand how language functions in different contexts, make effective choices for meaning or style, and comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

Language Anchor 4. Determine or clarify the meaning of unknown vocabulary as well as words and phrases with multiple meanings by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Language Anchor 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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 for comprehension or expression.

CCRS Language Anchors with Level-Specific Descriptors

The citation after each level-specific descriptor is placed there for several purposes. First, it is a reference to the specific CCSS anchor that it comes from. In addition, the citation can aid in online searches for more anchor level-specific topics in that content area (e.g., literature, science). Finally, the citation can help with searching for lesson plan ideas. See the key below.

Note: The Anchor and Descriptor are addressed to the student. The instructor's role is to provide opportunities for the student to meet the exit standard. Applications for each Descriptor can be found in the [single-level views](#).

CCSS LANGUAGE ANCHOR KEY
Key: The citation at the end of each anchor in the following charts 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

CCRS Language Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
A	B	C	D	E
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Print all upper- and lowercase letters.	Use collective nouns (e.g., <i>group</i>).	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	Ensure that pronouns are in the proper case (subjective, objective, possessive).	Use parallel structure.
Use common, proper, and possessive nouns.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).	Use intensive pronouns.	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)
Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He shops; We shop</i>).	Form and use regular and irregular plural nouns.	Form and use the progressive (e.g., <i>I was walking, I am walking; I will be walking</i>) verb tenses.	Recognize and correct inappropriate shifts in pronoun number and person.	
Use personal, possessive, and indefinite pronouns (e.g., <i>I, me my, they, them, their, anyone, everything</i>).	Use reflexive pronouns (e.g., <i>myself, ourselves</i>).	Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.	Recognize and correct vague or unclear pronouns.	
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>).	Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).	Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	
Use frequently occurring adjectives.	Use abstract nouns (e.g., <i>childhood</i>).	Use verb tense to convey	Explain the function of verbals (gerunds, participles, infinitives) in	
Use frequently occurring	Form and use regular and irregular verbs.			
	Form and use the simple			

<p>nouns and verbs.</p> <p>Use frequently occurring conjunctions (e.g., <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, <i>because</i>).</p> <p>Use determiners (e.g., articles, demonstratives).</p> <p>Use frequently occurring prepositions (e.g., <i>during</i>, <i>beyond</i>, <i>toward</i>).</p> <p>Understand and use question words (interrogatives) (e.g., <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, <i>how</i>).</p> <p>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (L.K.1 and 1.1 merge⁸)</p>	<p>(e.g., <i>I walked</i>; <i>I walk</i>; <i>I will walk</i>) verb tenses.</p> <p>Ensure subject-verb and pronoun-antecedent agreement.</p> <p>Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>Use coordination and subordinating conjunctions.</p> <p>Produce simple, compound, and complex sentences.</p> <p>Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie</i>; <i>The little boy watched the movie</i>; <i>The action movie was watched by the little boy</i>). (L.2.1 and 3.1 merge)</p>	<p>various time, sequences, states, and conditions.</p> <p>Recognize and correct inappropriate shifts in verb tense.</p> <p>Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag rather than a red small bag</i>).</p> <p>Form and use prepositional phrases.</p> <p>Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>).</p> <p>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>Correctly use frequently confused words (e.g., <i>to</i>, <i>too</i>, <i>two</i>; <i>there</i>, <i>their</i>). (L.4.1 and 5.1 merge)</p>	<p>general and their function in particular sentences.</p> <p>Form and use verbs in the active and passive voice.</p> <p>Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>Recognize and correct inappropriate shifts in verb voice and mood.</p> <p>Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. (L.6.1 through 8.1 merge)</p>	
--	---	--	--	--

⁸ "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.

CCRS Language Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
A	B	C	D	E
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Capitalize the first word in a sentence and the pronoun <i>I</i> .	Capitalize holidays, product names, and geographic names.	Use correct capitalization.	Use punctuation (commas, parentheses, ellipsis, dashes) to set off nonrestrictive/parenthetical elements.	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
Capitalize dates and names of people.	Capitalize appropriate words in titles.	Use commas and quotation marks to mark direct speech and quotations from a text.	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>).	Use a colon to introduce a list or quotation.
Recognize and name end punctuation.	Use commas in greetings and closings of letters.	Use punctuation to separate items in a series.	Use an ellipsis to indicate an omission.	Spell correctly. (L.9-10.2)
Use end punctuation for sentences.	Use commas in addresses.	Use a comma to separate an introductory element from the rest of the sentence.		
Use commas in dates and to separate single words in a series.	Use commas and quotation marks in dialogue.	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>).	Spell correctly. (L.6.2 through 8.2 merge)	
Write a letter or letters for most consonant and short-vowel sounds (phonemes).	Use an apostrophe to form contractions and frequently occurring possessives.	Use underlining, quotation marks, or italics to indicate		
Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	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>).			
Use conventional spelling				

<p>for words with common spelling patterns and for frequently occurring irregular words.</p> <p>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.K.2 and 1.2 merge)</p>	<p>Generalize learned spelling patterns when writing words (e.g., <i>cage/badge</i>; <i>boy/boil</i>)</p> <p>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (L.2.2 and 3.2 merge)</p>	<p>titles of works.</p> <p>Use a comma before a coordinating conjunction in a compound sentence.</p> <p>Spell grade-appropriate words correctly, consulting references as needed. (L.4.2 and 5.2 merge)</p>		
--	--	---	--	--

CCRS Language 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.

A	B	C	D	E
<p><i>There is no descriptor for this level.</i></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English. 	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> 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, 	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> 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) 	<p><i>There is no descriptor for this level.</i></p>

		registers) used in stories, dramas, or poems. (L.4.3 and 5.3 merge)		
--	--	---	--	--

CCRS 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.

A	B	C	D	E
<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.</p> <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>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>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.</p> <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>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>).</p> <p>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>).</p> <p>Use knowledge of the meaning of individual words to predict the</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>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>).</p> <p>Consult reference materials (e.g., dictionaries, glossaries,</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>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>).</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).</p> <p>Consult general and specialized reference materials (e.g., dictionaries, glossaries,</p>

	<p>meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</p> <p>Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (L.2.4)</p>	<p>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>	<p>and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>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>	<p>thesauruses), both print and digital, to find the pronunciation of a word or determining or clarify its precise meaning, its part of speech, or its etymology or its standard usage.</p> <p>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)</p>
--	--	---	---	--

CCRS Language Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A	B	C	D	E
<p>With guidance and support, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>Define words by category and by one or more key attributes (e.g., a <i>sneaker</i> is a type of shoe; a <i>blouse</i></p>	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Interpret figurative language, including similes and metaphors, in context</p> <p>Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>Use the relationship</p>	<p><i>There is no descriptor for this level.</i></p>	<p><i>There is no descriptor for this level.</i></p>

<p>is a type of shirt).</p> <p>Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> <p>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>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>between particular words (e.g., synonyms, antonyms, homonyms) to better understand each of the words. (L.5.5)</p>		
--	--	--	--	--

CCRS 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 a word or phrase important to comprehension or expression.

A	B	C	D	E
<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</i></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</i>, 	<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</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</p>

	<p><i>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><i>whined, stammered</i>)</p> <ul style="list-style-type: none"> • 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>expression. (L.8.6)</p>	<p>knowledge when considering a word or phrase important to comprehension or expression. (L.11- 12.6)</p>
--	---	---	----------------------------	---

Reading Foundational Skills Standards (for Lower Literacy Levels)

The Foundational Skills for K-5 Reading Standards are also included in the OACCRS-LA as a guide for instruction for adult students with low literacy. There are four foundational skills which are provided to foster students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills support an effective, comprehensive literacy program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

CCRS Reading Foundational Skills Anchors

Print Concepts

Reading Foundational Skills Anchor 1. Demonstrate understanding of the organization and basic features of print. (Note: This anchor is from CCSS, not CCRS)

Phonemic Awareness

Reading Foundational Skills Anchor 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Phonics and Word Recognition

Reading Foundational Skills Anchor 3. Know and apply level-appropriate phonics and word analysis skills in decoding words.

Fluency

Reading Foundational Skills Anchor 4. Read with sufficient accuracy and fluency to support comprehension.

CCRS Reading Foundational Skills Anchors with Level-Specific Descriptors

The citation after each level-specific descriptor is placed there for several purposes. First, it is a reference to the specific CCSS anchor that it comes from. In addition, the citation can aid in online searches for more anchor level-specific topics in that content area (e.g., literature, science). Finally, the citation can help with searching for lesson plan ideas. See the key below.

Note: The Anchor and Descriptor are addressed to the student. The instructor's role is to provide opportunities for the student to meet the exit standard.

CCSS READING FOUNDATIONAL SKILLS ANCHOR KEY

Key: The citation at the end of each anchor in the following charts 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

The Reading Foundational Skills are a support to the Reading Anchors and can be used alone or in tandem with the Reading Anchors. The OACCRS labels the Reading Foundational Skills

levels as I, II, III (CCRS uses A, B, C) in order to clarify and differentiate between the CCRS labels of the Reading Anchors, which use the labels A, B, C, D, E.

Because they apply to learners who are building their literacy skills, they are a precursor to the Reading Anchors, but the Reading Foundational Skills and the Reading Anchors can be used in tandem. They also differ from the Reading Foundational Skills levels in the CCRS (which are A, B, C) in order to differentiate the Reading Foundational Skills levels from the Reading Anchor levels.

CCSS Reading Foundational Skills Anchor 1: Demonstrate understanding of the organization and basic features of print. (*Note: This anchor is from CCSS; there is no RF.1 included in CCRS.)

Understand that spoken words are represented in written language by sequences of letters.

Follow print from left to right, top to bottom, and page to page.

Recognize and name all uppercase and lowercase Roman alphabet letters.

Recognize the basic features of a sentence: words + spaces = sentences (with capitals and punctuation).

CCRS Reading Foundational Skills Anchor 2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (Phonological Awareness).

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Recognize and produce rhyming words.

Distinguish long from short vowel sounds in spoken single-syllable words.

Count, pronounce, blend, and segment syllables in spoken words.

Blend and segment onsets and rimes of single-syllable spoken words.

Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
(RF.K.2 and 1.2 merge)

CCRS Reading Foundational Skills Anchor 3: Know and apply level-appropriate phonics and word analysis skills in decoding words. (Phonics and Word Recognition)

I	II	III
<p>Know and apply level-appropriate phonics and word analysis skills in decoding words.</p> <p>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.</p> <p>Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>Know the spelling-sound correspondences for common consonant digraphs.</p> <p>Decode regularly spelled one-syllable words.</p> <p>Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>Read words with inflectional endings.</p> <p>Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p>	<p>Know and apply level-appropriate phonics and word analysis skills in decoding words.</p> <p>Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>Know spelling-sound correspondences for additional common vowel teams.</p> <p>Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>Identify words with inconsistent but common spelling-sound correspondences.</p> <p>Identify words with inconsistent but common spelling-sound correspondences.</p> <p>Decode words with common Latin suffixes.</p> <p>Decode multisyllabic words.</p> <p>Recognize and read level-appropriate irregularly spelled words. (merge of CCSS RF.2.3 and 3.3)</p>	<p>Know and apply level-appropriate phonics and word analysis skills in decoding words.</p> <p>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. (merge of CCSS RF.4.3 and 5.3)</p>

Recognize and read level-appropriate irregularly spelled words. (merge of CCSS RF.K.3 and 1.3)		
--	--	--

CCRS Reading Foundational Skills Anchor 4: Read with sufficient accuracy and fluency to support comprehension. (Fluency)		
I	II	III
<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read level-appropriate text with purpose and understanding.</p> <p>Read level-appropriate text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.K.4 and 1.4 merge)</p>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read level-appropriate text with purpose and understanding.</p> <p>Read level-appropriate prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.2.4 and 3.4 merge)</p>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read level-appropriate text with purpose and understanding.</p> <p>Read level-appropriate prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.4.4 and 5.4 merge)</p>

Single-Level Views of Standards

Level A Single-Level Views: Reading, Writing, Speaking & Listening, and Language

The OACCRS single-level views include **Applications** which are not included in the CCRS. Most of the applications originated in the OALS. They offer options and suggestions for Anchor descriptor activities but are not exclusive or comprehensive.

Reading Standards: Level A

The [Glossary](#) contains a key to the citations (e.g., RI.1.1) listed in the level descriptors.

Note: The Anchor, Descriptor and Applications are addressed to the student. The instructor's role is to provide opportunities for the student to meet the exit standard.

Close Reading and Evidence	
CCRS 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. <i>(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)</i>	Level A Descriptor: Ask and answer questions about key details in a text. (RI/RL.1.1) Applications: <ul style="list-style-type: none">• Scan for key words/numbers• Answer simple questions posed by self or others (e.g., <i>What happens next?</i>)• Check pronoun referents to check understanding• Use simple graphic organizers (e.g., T-chart) to clarify key details and evidence• Discuss with others or do other interactive activities (e.g., role play events; jigsaw activity)
Development of Central Ideas	
CCRS Reading Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <i>(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)</i>	Level A Descriptor: Identify the main topic and retell key details of a text. (RI.1.2) Applications: <ul style="list-style-type: none">• Apply knowledge of headings, list and sequence text structures and their signal words (e.g., <i>first; next; then</i>) in order to identify the main topic and key details• Answer questions posed by self or others (e.g., using <i>who, what, where, when, why, how</i>)• Retell/paraphrase/summarize• Reread to identify main ideas and key details, adjusting reading pace as necessary• Discuss with others or do other interactive activities (e.g., role play events; jigsaw activity)

Interactions

CCRS Reading 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 Reading Anchor 10.)

Level A Descriptor:

Describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI.1.3)

Applications:

- Use common text features (e.g., titles; headings; illustrations; bold print; bullets; quotation marks; block quotes)
- Apply knowledge of list and sequence text structures and their signal words (e.g., *however*; *consequently*; *furthermore*; *finally*; *in conclusion*)
- Scan for key words/numbers to support connections
- Check pronoun referents
- Make inferences using textual evidence
- Reread to find and confirm connections
- Use simple graphic organizers (e.g., T-chart; Venn diagram)
- Discuss with others or do other interactive activities (e.g., role play events; [jigsaw activity](#))
- Locate specific information in a short paragraph and/or a very simple table, map, or diagram (e.g., historical events; course and program descriptions)
- Ask and answer such questions as *why* and *how* to find connections (e.g., *Why is Vitamin D important? How are these similar?*)
- Compare and contrast
- Describe causes and effects

Vocabulary

CCRS 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.

(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)

Level A Descriptor:

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (RI.1.4)

Applications:

- Recognize and apply meanings of high-frequency prefixes and suffixes (e.g., *un-*; *re-*; *dis-*; *-est*; *-ness*; *-ed*)
- Break down unfamiliar compound words to discern meanings
- Compare the unknown word to a known form of the word, such as a cognate or base word (e.g., *annex* and *annexation*)
- Use context (e.g., clues in close proximity to the word; knowledge of topic; visual aids; knowledge of English syntax)
- Apply knowledge of homonyms and common syllabication guidelines (e.g., two pronunciations of *read*; *present*; *close*; *conduct*)
- Use a glossary, bilingual dictionary, and/or online resources
- Focus on the general meaning of words from the Academic Word List ([AWL](#)), General Service List ([GSL](#)) and domain-specific words and phrases in a text relevant to a topic or subject area

	Additional applications for students with dyslexia and other learning challenges can be found in the Reading Foundational Skills Standards.
--	---

Text Structure

CCRS Reading 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 Reading Anchor 10.)

Level A Descriptor:

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)

Applications:

- Use common text features (e.g., titles, headings, illustrations)
- Use knowledge of common text formats (e.g., online articles; excerpts of longer texts) for a purpose (e.g., to locate evidence for an argument)
- Apply knowledge of list and sequence text structures and their signal words (e.g., *first; next; then*)
- Scan for key words/numbers
- Discuss with others (e.g., learners discuss how they use text features to locate information)
- Locate specific information in a multipage listing (e.g., a dictionary)
- Locate specific information in a short paragraph and/or a table, map, or diagram (e.g., a historical event; an amendment in the Bill of Rights)

Purpose and Point of View

CCRS Reading 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 Reading Anchor 10.)

Level A Descriptor:

There is no descriptor for this level.

Multimedia Content

CCRS Reading 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 Reading Anchor 10.)

Level A Descriptor:

Use the illustrations and details in a text to describe its key ideas (e.g., maps; charts; photographs; political cartoons). (RI.1.7)

Applications:

- Use digital texts (e.g., email; social media posts; video transcripts; online polls)
- Use sections of newspapers and magazines (e.g., sidebars; photo captions)
- Use simple search features in a variety of media (e.g., Ctrl+F)
- Answer simple questions posed by self or others (e.g., *What's the*

10.)	<p><i>difference between the red, blue, and purple colors on election maps?)</i></p> <ul style="list-style-type: none"> • Make inferences using textual and graphic evidence • Use simple graphic organizers (e.g., T-chart; Venn diagram) to describe and/or evaluate illustrations and details in a text • Describe illustrations and textual details in discussion with others
------	--

Tracing the Argument

CCRS 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.

(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)

Level A Descriptor:

Identify the reasons an author gives to support points in a text. (RI.1.8)

Applications:

- Ask and answer *Wh*-questions (e.g., *According to the author, how do plastic bags negatively affect the environment? Why did the war begin?*)
- Identify whether the author presents an opinion or cites reliable sources (e.g., determine if claims are based on verifiable, expert evidence; identify unsupported statements, as in “4 out of 5 dentists recommend....”)

Comparing Two or More Texts

CCRS Reading 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.

(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)

Level A Descriptor:

Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (RI.1.9)

Applications:

- Ask and answer questions about the texts (e.g., *How do Abraham Lincoln’s and Jefferson Davis’ points of view differ with regard to slavery and states’ rights?*)
- Evaluate the reliability, accuracy, and sufficiency of information and claims made in both texts (e.g., distinguish fact vs. opinion; check for missing details in opposing arguments; identify misleading statements)
- Use textual evidence to explain reasoning
- Relate characters or events in one text to another text (e.g., compare and/or contrast experiences of two characters who are living in the U.S.)
- Compare an idea or theme to one read in a previous text
- Use simple graphic organizers to compare two texts (e.g., Venn diagram; T-chart)

Range of Reading and Level of Text Complexity

CCRS Reading Anchor 10:

Read and comprehend complex

Associated Quantitative Measures of Text Complexity for Level A:

CASAS Reading GOALS 2 Scale Scores

NRS Level 1: 203 and below

literary and informational texts independently and proficiently.		
--	--	--

Writing Standards: Level A

The [Glossary](#) contains a key to the citations (e.g., W.1.2) listed in the level descriptors.

Note: The Anchor, Descriptor and Applications are addressed to the student. The instructor's role is to provide opportunities for the student to meet the exit standard.

Text Types and Purposes	
CCRS Writing Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Level A Descriptor: <i>There is no descriptor for this level.</i>
CCRS Writing Anchor 2: Write informative and explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Level A Descriptor: 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)
CCRS Writing Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences	Level A Descriptor: 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) Applications: <ul style="list-style-type: none"> Consider how purpose and audience will affect the content of the text Discuss information and ideas gleaned from experience, reading, or listening Use graphic organizers (e.g., timeline; mind map) to brainstorm ideas Journal or freewrite to formulate ideas or explore what one has to say about a topic Use a model of a simple multi-paragraph narrative Make reminder notes of key points or information Find a focus by brainstorming and then prioritizing ideas Practice with models to prepare for high-stakes purposes, such as work applications, simple timed writing assessments or school enrollment forms

	<ul style="list-style-type: none"> • Use linking words and phrases (e.g., <i>before/now; here/there; first/second</i>) to connect ideas, events, or images • Provide a concluding statement or section related to the information presented • Use visuals (e.g., illustrations; graphics; charts) to enhance the text • Recognize and use, basic, irregular and some complex grammar structures: <ul style="list-style-type: none"> ○ progressive; irregular past ○ negation; adjectives; prepositions (e.g., <i>during; beyond; toward</i>), possessives; common irregular past tense verbs ○ regular and irregular plural nouns ○ reflexive pronouns (e.g., <i>myself; ourselves</i>) ○ subject-verb and pronoun-antecedent agreement ○ comparative and superlative adjectives and adverbs ○ abstract nouns (e.g., <i>childhood</i>) ○ relative pronouns (<i>who; whose; whom; which; that</i>) and relative adverbs (<i>where; when; why</i>) • Construct, expand, and connect simple and compound declarative, interrogative, imperative, and exclamatory sentences • Use a variety of coordinating conjunctions to create compound sentences (e.g., <i>FANBOYS: for; and; nor; but; or; yet; so</i>) and correlative conjunctions (e.g., <i>either/or; neither/nor</i>) • Use conversational and general academic vocabulary (e.g., prediction; evidence), and a growing store of synonyms (e.g., <i>small/minimal</i>) • Express voice in describing experience and opinions • Recognize differences between the conventions of spoken and written standard English • Use simple descriptive and figurative language to create an effect (e.g., simile; analogy)
--	---

Production and Distribution of Writing

CCRS Writing Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Level A Descriptor: <i>There is no descriptor for this level.</i>
CCRS Writing Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Level A Descriptor: 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) Applications: <ul style="list-style-type: none"> • Discuss information and ideas gleaned from experience, reading, or listening

	<ul style="list-style-type: none"> • Use graphic organizers (e.g., timeline; mind map) to brainstorm ideas • Journal or freewrite to formulate ideas or explore what one has to say about a topic • Read and begin to draft short summaries of the main ideas in information from print, audio and digital sources to build knowledge and vocabulary • Determine relevant content for addressing writing purpose (e.g., pertinent information for a phone message or short work email) • Use linking words and phrases (e.g., <i>before/now; here/there; first/second</i>) to connect ideas, events, or images • Recognize and use basic, irregular, and some complex grammar structures: <ul style="list-style-type: none"> ○ progressive and perfect verb tenses ○ negation; adjectives; prepositions (e.g., <i>during; beyond; toward</i>), possessives; common irregular past tense verbs ○ regular and irregular plural nouns ○ reflexive pronouns (e.g., <i>myself; ourselves</i>) ○ subject-verb and pronoun-antecedent agreement ○ comparative and superlative adjectives and adverbs ○ irregular past; present perfect ○ abstract nouns (e.g., <i>childhood</i>) ○ relative pronouns (<i>who; whose; whom; which; that</i>) and relative adverbs (<i>where; when; why</i>) • Construct, expand, and connect simple and compound declarative, interrogative, imperative, and exclamatory sentences • Use a variety of coordinating conjunctions to create compound sentences (e.g., <i>for; and; nor; but; or; yet; so</i> -- FANBOYS) and correlative conjunctions (e.g., <i>either/or; neither/nor</i>) • Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>) • Use common idioms (e.g., <i>keep an eye out</i>) and collocations (e.g., <i>heavy rain</i>) • Recognize and begin to overcome areas of common linguistic interference from first language (e.g., <i>too much</i> vs. <i>so much</i>) • Use knowledge of individual words to predict the meaning of compound words (e.g., <i>firehouse; lighthouse; housefly; bookshelf; notebook; bookmark</i>) • Read aloud to hear how text sounds (complete thoughts represented, no meaningful omissions) and to solicit feedback from others
<p>CCRS Writing Anchor 6:</p> <p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>Level A Descriptor:</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>Applications:</p> <ul style="list-style-type: none"> • Use digital video meeting platforms (e.g., Zoom; Google Meet; MS Teams) to interact, get feedback, and collaborate

	<ul style="list-style-type: none"> • Collaborate with others to build digital skills • Become familiar with digital tools and media (e.g., Microsoft Office, Google Docs, slideshows, Jamboard) to present information • Use the internet to research information and data to support ideas (e.g., search engines, databases, library-curated sites) • Upload text files • Use visuals (e.g., illustrations, graphics, charts) to enhance the text
--	---

Research to Build and Present Knowledge

<p>CCRS Writing Anchor 7:</p> <p>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>Level A Descriptor:</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>Applications:</p> <ul style="list-style-type: none"> • Determine general purposes (e.g., to inform; to describe) and specific purposes (e.g., fill out job application; summarize) for writing • Consider how purpose and audience will affect the content of the text • Discuss information and ideas gleaned from experience, reading, or listening • Use graphic organizers (e.g., outline; timeline; mind map) to brainstorm and organize the sequence of ideas • Journal or freewrite to formulate ideas or explore what one has to say about a topic • Consider what you know about writing in this situation (e.g., the implications of posting something to an employer website; the importance of not plagiarizing) • Make reminder notes of key points or information • Find a focus by brainstorming and then prioritizing ideas
<p>CCRS Writing Anchor 8:</p> <p>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>Level A Descriptor:</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>Applications:</p> <ul style="list-style-type: none"> • Discuss information and ideas gleaned from experience, reading, or listening • Use graphic organizers (e.g., timeline; mind map) to brainstorm ideas • Journal or freewrite to formulate ideas or explore what one has to say about a topic • Read and begin to draft short summaries of the main ideas in information from print, audio and digital sources to build knowledge and vocabulary

	<ul style="list-style-type: none"> • Make reminder notes of key points or information • Use strategies to avoid plagiarism (e.g., synonyms, paraphrasing, word forms)
CCRS Writing Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. <i>(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)</i>	Level A Descriptor: <i>There is no descriptor for this level.</i>
Range of Writing	
CCSS Writing Anchor 10: With guidance and limited support, 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. W.10	Level A Descriptor: <i>There is no descriptor for this level.</i>

Speaking and Listening Standards: Level A

The [Glossary](#) contains a key to the citations listed in the level descriptors.

Note: The Anchor, Descriptor and Applications are addressed to the student. The instructor's role is to provide opportunities for the student to meet the exit standard.

Comprehension and Collaboration	
CCRS 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.	Level A Descriptor: Participate in collaborative conversations with diverse partners in small and larger groups. <ul style="list-style-type: none"> • 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). • Build on others' talk in conversations by responding to the comments of others through multiple exchanges. • Ask questions to clear up any confusion about the topics and texts under discussion. (SL.1.1) Applications: <ul style="list-style-type: none"> • Clarify own or group purpose for listening and speaking, whether general (e.g., become oriented to a situation; relate to the

	<p>speaker; be entertained; inform; request; complain; agree), specific (e.g., follow directions; learn about a certain topic; find a location; make friends with a coworker; discuss a project), or evaluative (e.g., differentiate between fact and opinion; evaluate sources of information)</p> <ul style="list-style-type: none"> • Predict main purpose of the listener or speaker (e.g., explore a problem: discuss job performance: provide information about an academic topic: get specific information: resolve a dispute) • Understand how purpose affects the format of conversation: Identify norms for discussion (e.g., how to take a turn to speak; how to agree and disagree; ways to begin and end a conversation) • Use prior knowledge about the social, cultural, and situational contexts to aid comprehension to predict organization or flow of common social interactions • Draw on prior knowledge related to personal experience, interests, observations, and/or text resources to predict and address listening and speaking purpose • Compare and contrast communication norms between cultures, using observations to understand expectations of the listener(s) (e.g., notice variations) • Prepare for discussions by reading or collaborating in class activities (e.g., create vocabulary lists; read classroom texts aloud) and explicitly draw on that preparation and knowledge about the topic to explore ideas under discussion • Predict/learn key vocabulary and phrases used in specific situations • Repeat words and phrases in varied settings and for varied purposes (e.g., coworkers, TV/media) • Use graphic organizers or notes to organize and develop ideas and focus communication (e.g., list of questions to be asked; information to listen for; T-chart; Venn diagram) • Role play anticipated interactions (e.g., phone conversation, in-person) • Interact with familiar and unfamiliar speakers (e.g., restaurant staff, receptionists) • Use discussion, freewriting, journaling, listing, or brainstorming to clarify thoughts • Use knowledge of varied U.S. cultures and contexts to select, understand, and communicate information effectively in collaborative exchanges that build on others' ideas and express one's own clearly and persuasively. • Use strategies to participate actively in conversation (e.g., listen for when the speaker has finished expressing a thought) • Build and use knowledge to guide participation in interactions (e.g., use appropriate expressions of requests for further information; agreement; disagreement; urgency)
--	--

	<ul style="list-style-type: none"> • Use gestures of active listening (e.g., nodding, smiling) in varied U.S. cultures • Carry out assigned roles in a group discussion (e.g., timekeeper or note-taker) • Distinguish and use formal and informal language appropriately in context in varied U.S. cultures • Use and respond to basic formal and informal courtesies (e.g., <i>Bless you</i> for sneezing; <i>Excuse me</i> for interrupting) • Express, understand, and respond to short instructions, directions, or requests for information (e.g., instructions from a nurse, teacher, or employer) • Understand and respond to short narratives • Listen for and give brief explanations (e.g., of symptoms, workplace tasks, upcoming events) • Ask for and respond to others' opinions, experiences, and/or feelings • Make and respond to questions based on relevant evidence, ideas, and observations • Participate in varied task-related conversations (e.g., request assistance with class registration; participate in a career or academic advising session; register a complaint) • Use diverse media to check understanding and enhance communication such as picture dictionaries, translation tools, smartphones, video and presentations apps, and glossaries • Check comprehension (e.g., compare what was heard to own predictions) • Use a variety of non-verbal and verbal cues to indicate comprehension or to indicate comprehension breakdowns • Repair misunderstanding (e.g., ask for rephrasing or explanation and request adjustments in pace or volume) • Manage internal and external barriers to comprehension (e.g., difficulty hearing; distractions) • Pay attention to listener's responses and reactions to check comprehension • Request feedback from the listener using targeted questions (e.g., <i>You know? Do you see?</i>) • Recognize when there has been misunderstanding and correct (e.g., <i>No, take a left, not a right. I said 'a' not 'h.'</i> <i>Can, not can't.</i>) • Recognize and use knowledge of basic and some complex grammar and common usage as needed and in context: <ul style="list-style-type: none"> ○ irregular and complex grammar structures (e.g., irregular simple past tense to describe events in the past; simple future tense to describe plans for the future; present perfect tense to express a past event that has present effects; modals to express communicative function; irregular plural nouns) ○ simple and compound sentences (e.g., connected with the coordinating conjunctions <i>and, but, or, so</i>)
--	---

	<ul style="list-style-type: none"> the meaning of contractions (e.g., 'll, 've, 'd)
CCRS Speaking and Listening Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	Level A Descriptor: 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) Applications: <ul style="list-style-type: none"> Make predictions based on previous experience and knowledge of the context, checking the accuracy of predictions as you listen Identify and practice listening for main ideas and supporting details Listen for organizational markers (e.g., <i>before/now; here/there; at the beginning</i>) to follow coherence of message Take simple notes to aid comprehension and recall; use an outline or graphic organizer (e.g., pro/con chart, compare and contrast chart, Venn diagram) to group ideas in ways that address the purpose, including claim and supporting detail Use diverse media to check understanding such as picture dictionaries, translation tools, smartphones, video and presentations apps, and glossaries Draw a diagram or picture of what has been said in order to check understanding Relate and understand a sequence of events or multi-step instructions (e.g., ask questions posed by self and/or others to clarify voice instructions, such as for how to get to a specific location or access one's student account)
CCRS Speaking and Listening Anchor 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	Level A Descriptor: Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3) Applications: <ul style="list-style-type: none"> Ask questions to understand the speaker's perspectives or motives (e.g., <i>Could you explain further?</i> in conversation with, or in listening to, instructions from a nurse, teacher, or employer) Make and respond to questions based on relevant evidence, ideas, and observations Identify the evidence the speaker is using to support their ideas and accomplish their purpose Use strategies to check comprehension (e.g., compare what was heard to own predictions) and repair misunderstanding (e.g., ask for rephrasing or explanation and request adjustments in pace or volume) Use a variety of non-verbal and verbal cues to indicate comprehension or to indicate comprehension breakdowns
Presentation of Knowledge and Ideas	
CCRS Speaking and	Level A Descriptor:

<p>Listening Anchor 4:</p> <p>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>	<p>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (SL.1.4)</p> <p>Applications:</p> <ul style="list-style-type: none"> • Give brief explanations (e.g., of symptoms, workplace tasks, upcoming events) • Relate a sequence of events or multistep instructions (e.g., give voice instructions regarding how to get to a specific location or how to create a new presentation) • Organize speaking points or presentations to emphasize the purpose (e.g., to inform, persuade, entertain) • Learn and draw from vocabulary to express meaning in more than one way (e.g., <i>little/small</i>) • Use a range of strategies to monitor and enhance listener comprehension: <ul style="list-style-type: none"> ○ Pay attention to the listener's responses and reactions to check comprehension ○ Request feedback from the listener using targeted questions (e.g., <i>Do you know what that is? What stands out for you about ___? What questions do you have?</i>) ○ Recognize when there has been misunderstanding and correct (e.g., <i>No, take a left, not a right. That was 15, not 50. I said can, not can't. That's B as in bravo.</i>)
<p>CCRS Speaking and Listening Anchor 5:</p> <p>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>Level A Descriptor:</p> <p>There is no CCRS level-specific descriptor for this anchor at Level A.</p> <p>The applications below are OACCRS speaking and listening applications and not part of the CCRS.</p> <p>Applications:</p> <ul style="list-style-type: none"> • Build technology skills (e.g., computer, tablet, cell phone) to prepare for oral communication • Use digital video meeting platforms (e.g., Zoom; Google Meet; MS Teams) to interact and collaborate • Collaborate with others to build digital skills • Use the internet to research information and data to support ideas (e.g., search engines, databases, library-curated sites) • Create and upload audio and video files • Become familiar with digital tools and media (e.g., Microsoft Office, Google Docs, slideshows, Jamboard, YouTube) to present information
<p>CCRS Speaking and Listening Anchor 6:</p> <p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when</p>	<p>Level A Descriptor:</p> <p>Speak audibly and express thoughts, feelings, and ideas clearly. (SL.K.6)</p> <p>Produce complete sentences when appropriate to task and situation. (See Language Anchors 1 and 3.) (SL.1.6)</p> <p>Applications:</p>

indicated or appropriate.	<ul style="list-style-type: none"> ● Use knowledge of basic and some complex grammar and common usage as needed and in context: <ul style="list-style-type: none"> ○ irregular and complex grammar structures (e.g., irregular simple past tense to describe events in the past; simple future tense to describe plans for the future; present perfect tense to express a past event that has present effects) ○ simple and compound sentences (e.g., connected with the coordinating conjunctions <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>), choosing appropriately ○ the meaning of contractions (e.g., 'll, 've, 'd) ● Use organizational markers (e.g., <i>before/now</i>, <i>here/there</i>, <i>at the beginning</i>) to create coherence of message ● Use a growing vocabulary of descriptive words, phrasal verbs, and collocations (e.g., <i>get ready</i>; <i>sit down</i>; <i>make a mistake</i>; <i>look for</i>; <i>go away</i>; <i>fast food</i>) in a variety of contexts, including career and academic contexts ● Use words and ideas from texts when explaining topics of interest (e.g. explain how to enroll in a career pathways program based on a brochure or website) ● Understand and select the level of formality of words used in a variety of contexts (e.g., <i>Let's begin the meeting now.</i> vs. <i>Let's get started.</i>) ● Understand and use some common slang, idioms, and colloquialisms appropriate to the context (e.g., <i>sick as a dog</i>; <i>in the red</i>; <i>got it</i>; <i>wait up</i>; <i>see you soon</i>; <i>circle back</i>; <i>hit the books</i>; <i>hit the ground running</i>) ● Use common reduced speech (<i>wanna</i>, <i>gonna</i>) and linkages (<i>sa-yit</i>, <i>wha-d'ya</i>) in appropriate contexts ● Learn and draw from vocabulary to express meaning in more than one way (e.g., <i>little/small</i>) ● Use understanding of a range of common prefixes and suffixes (e.g., <i>dis-</i>, <i>re-</i>, <i>-ful</i>, <i>in-</i>) to convey intended meaning ● Use some common idioms (e.g., <i>got it</i>; <i>wait up</i>) ● Begin to recognize areas of linguistic interference from other languages (e.g., use of <i>too much</i> vs. <i>so much</i>) ● Appropriately use commonly confused verbs (e.g., <i>do/make</i>, <i>say/tell</i>, <i>bring/take</i>, <i>look/watch/see</i>) ● Use cognates from other languages to predict meaning of new words (e.g., <i>frequency/frecuencia</i>) ● Use common homonyms in context (e.g., <i>scene/seen</i>, <i>there/their/they're</i>, <i>sight/site</i>) ● Use sentence-level context as a clue to the meaning of a word or phrase ● Use glossaries and dictionaries, both print and digital, to determine or clarify the meaning and pronunciation of words and phrases
---------------------------	--

	<ul style="list-style-type: none"> • Recognize that variations in pronunciation exist (e.g., regional dialects, nonstandard varieties of English, non-native pronunciations) • Use sentence breaks, word breaks, and individual words in simple sentences • Identify and produce English sounds one has difficulty distinguishing (e.g., r/l, v/w) • Correct own mispronunciation following models • Speak clearly at an acceptable volume and understandable pace • Use stress and intonation to express ideas, select the appropriate words that carry the stress within a sentence to convey one's meaning, and speak with appropriate formality in a range of familiar settings, using intonation to indicate formality • Read appropriately leveled text aloud with stress, intonation, and expression that convey meaning • Produce standard English intonation patterns and pauses in statements, questions, imperatives, and exclamations when appropriate for the context • Produce multisyllabic words with stress on the correct syllable (e.g., <i>easily</i>, <i>family</i>); separate words into syllables to aid comprehension • Use a variety of reference tools (e.g., dictionaries, glossaries) to determine correct stress • Read aloud to practice forming English sounds, words, and sentences; practice pronunciation by forming English sounds in front of a mirror
--	---

Language Standards: Level A

The [Glossary](#) contains a key to the citations (e.g., L.K.1) listed in the level descriptors.

Note: The Anchor, Descriptor and Applications are addressed to the student. The instructor's role is to provide opportunities for the student to meet the exit standard.

Conventions of Standard English

CCRS Language Anchor 1:

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Level A Descriptor:

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Print all uppercase and lowercase letters.
- Use common, proper, and possessive nouns.
- Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*).
- Use personal, possessive, and indefinite pronouns (e.g., *I*, *me*, *my*; *they*, *them*, *their*; *anyone*, *everything*).
- Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home*; *Today I walk home*; *Tomorrow I will walk home*).
- Use frequently occurring adjectives.

	<ul style="list-style-type: none"> • Use frequently occurring nouns and verbs. • Use frequently occurring conjunctions (e.g., <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, <i>because</i>). • Use determiners (e.g., articles, demonstratives). • Use frequently occurring prepositions (e.g., <i>during</i>, <i>beyond</i>, <i>toward</i>). • Understand and use question words (interrogatives) (e.g., <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, <i>how</i>). • Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (L.K.1 and 1.1 merge)
CCRS Language Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Level A Descriptor: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> • Capitalize the first word in a sentence and the pronoun I. • Capitalize dates and names of people. • Recognize and name end punctuation. • Use end punctuation for sentences. • Use commas in dates and to separate single words in a series. • Write a letter or letters for most consonant and short vowel sounds (phonemes). • Spell simple words phonetically, drawing on knowledge of sound-letter relationships. • Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. • Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.K.2 and 1.2 merge)

Knowledge of Language

CCRS Language 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.	Level A Descriptor: <i>There is no descriptor for this level.</i>
---	---

Vocabulary Acquisition and Use

<p>CCRS Language Anchor 4:</p> <p>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>Level A Descriptor:</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"> • Use sentence-level context as a clue to the meaning of a word or phrase. • Use frequently occurring affixes as a clue to the meaning of a word. • Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>). (L.1.4)
<p>CCRS Language Anchor 5:</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Level A Descriptor:</p> <p>With guidance and support, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> • Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. • Define words by category and by one or more key attributes (e.g., a <i>sneaker</i> is a type of shoe; a <i>blouse</i> is a type of shirt). • Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). • 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>CCRS Language Anchor 6:</p> <p>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>Level A Descriptor:</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>

Level B Single-Level Views: Reading, Writing, Speaking & Listening, and Language

The OACCRS single-level views include **Applications** which are not included in the CCRS. Most of the applications originated in the OALS. They offer options and suggestions for Anchor descriptor activities but are not exclusive or comprehensive.

Reading Standards: Level B

The [Glossary](#) contains a key to the citations (e.g., RI.2.1) listed in the level descriptors.

Note: The Anchor, Descriptor and Applications are addressed to the student. The instructor's

role is to provide opportunities for the student to meet the exit standard.

Close Reading and Evidence	
<p>CCRS Reading Anchor 1:</p> <p>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><i>(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)</i></p>	<p>Level B Descriptor:</p> <p>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI/RL.2.1)</p> <p>Applications:</p> <ul style="list-style-type: none"> • Scan for key words/numbers to create and answer questions • Answer simple questions posed by self or others (e.g., <i>What happens next?</i>) • Check pronoun referents to check understanding • Use simple graphic organizers (e.g., mind map; cluster map) to clarify key details and evidence • Discuss with others or do other interactive activities (e.g., role play events; jigsaw activity) • Draw conclusions about specific details (e.g., stated cause and effect) • Refer to details and examples in a text when explaining what the text says and when drawing inferences from the text.
Development of Central Ideas	
<p>CCRS Reading Anchor 2:</p> <p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p><i>(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)</i></p>	<p>Level B Descriptor:</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>Applications:</p> <ul style="list-style-type: none"> • Ask <i>Wh</i>-questions about the topic, stated or implied main idea, and key details (see Tool 2 in the Toolbox) • Paraphrase in order to summarize main ideas and key details • Reread to identify main topic and key details • Discuss with others or do other interactive activities (e.g., role play events; jigsaw activity)
Interactions	

<p>CCRS Reading Anchor 3:</p> <p>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p><i>(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)</i></p>	<p>Level B Descriptor:</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>Applications:</p> <ul style="list-style-type: none"> • Use text format and features (e.g., headings; subheadings; bullets; sidebars; illustrations; captions; guide words) • Apply knowledge of simple text structures (e.g., list; sequence; description) and their signal words (e.g., <i>second</i>; <i>another</i>) • Scan for key words/numbers • Check pronoun referent • Reread to find and confirm connections, adjusting reading pace as necessary • Use graphic organizers (e.g., Venn diagram; bubble map; cause/effect chart) • Discuss with others or do other interactive activities (e.g., role play events; jigsaw activity) • Locate and interpret information in simple tables, graphs, and diagrams (e.g., with one level of information on each axis) • Draw conclusions about specific details (e.g., stated cause and effect) • Quote accurately from a text when explaining what the text says explicitly • Identify similarities and/or differences between ideas, events, and/or characters • Combine, compare, and/or contrast information in the text.
<p>Vocabulary</p>	
<p>CCRS Reading Anchor 4:</p> <p>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><i>(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)</i></p>	<p>Level B Descriptor:</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>Applications:</p> <ul style="list-style-type: none"> • Recognize base words (e.g., <i>information</i>) • Use context (e.g., embedded clues; knowledge of topic; knowledge of English syntax) • Apply knowledge of common homographs and homophones (e.g., <i>bow</i>; <i>wind</i>; <i>sent/cent/scent</i>) • Use text aids (e.g., margin notes; illustrations; glossary) • Identify and apply the appropriate definition from a simple dictionary • Focus on the general meaning of words from the Academic Word List (AWL), General Service List (GSL) and domain-specific words and phrases in a text relevant to a topic <p>Additional applications for students with dyslexia and other learning challenges can be found in the Reading Foundational Skills Standards.</p>
<p>Text Structure</p>	

<p>CCRS Reading Anchor 5:</p> <p>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.</p> <p><i>(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)</i></p>	<p>Level B Descriptor:</p> <p>Know and use various text features (e.g., captions; bold print; subheadings; glossaries; indexes; electronic menus; icons) to efficiently locate key facts or information in a text. (RI.2.5)</p> <p>Use text features and search tools (e.g., key words; sidebars; hyperlinks) to efficiently locate information relevant to a given topic. (RI.3.5)</p> <p>Applications:</p> <ul style="list-style-type: none"> • Apply knowledge of list and sequence text structures and their signal words (e.g., <i>first, however; consequently; furthermore; finally; in conclusion</i>) • Scan for key words/numbers • Discuss with others (e.g., learners discuss how they use text features to locate information) • Make predictions about content and organization based on text type and context (e.g., headings) • Locate specific information in a simple multipage source (e.g., class Google site; article; book index) • Locate and interpret information in simple tables, graphs, and diagrams (e.g., with a different level of information on each axis)
<p>Purpose and Point of View</p>	
<p>CCRS Reading Anchor 6:</p> <p>Assess how point of view or purpose shapes the content and style of a text.</p> <p><i>(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)</i></p>	<p>Level B Descriptor:</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>Applications:</p> <ul style="list-style-type: none"> • Prepare simple notes to use as a reference (e.g., simple annotations) • Ask simple questions to guide reading (e.g., <i>Where is the byline? Where are the directions?</i>) • Locate and interpret information in simple tables, graphs, and diagrams • Identify the topic, stated or clearly-implied main idea, and supporting details within a paragraph • Draw conclusions about specific details (e.g., stated cause and effect) • Refer to details and examples in a text when explaining the author's purpose • Explain own point of view regarding the author's purpose using textual evidence • Agree or disagree with an idea or theme and explain reasoning
<p>Multimedia Content</p>	

<p>CCRS Reading Anchor 7:</p> <p>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p><i>(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)</i></p>	<p>Level B Descriptor:</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>Applications:</p> <ul style="list-style-type: none"> • Use digital texts (e.g., email; web pages; online practice tests) • Use sections of newspapers and magazines (e.g., sidebars; photo captions) • Use search features in a variety of media (e.g., search box; Ctrl+F) • Answer questions posed by self and/or others (e.g., <i>How does the map of the red, blue, and purple states on election maps apply to the information in the text?</i>) • Make inferences using textual and graphic evidence • Use graphic organizers (e.g., Venn diagrams; bubble maps; cause/effect) • Describe connection between illustrations and textual details in discussion with others
<p>Tracing the Argument</p>	
<p>CCRS Reading Anchor 8:</p> <p>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><i>(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)</i></p>	<p>Level B Descriptor:</p> <p>Describe how reasons support specific points the author makes in a text. (RI.2.8)</p> <p>Applications:</p> <ul style="list-style-type: none"> • Draw conclusions about specific details (e.g., stated cause and effect) and their connection to the argument • Evaluate the reliability, accuracy, and sufficiency of information and claims (e.g., checking for missing information, as in a classified ad; explaining how the author uses fact and opinion; identifying persuasive techniques such as use of fear) • Quote accurately from a text when explaining what the text says explicitly
<p>Comparing Two or More Texts</p>	
<p>CCRS Reading Anchor 9:</p> <p>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p><i>(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)</i></p>	<p>Level B Descriptor:</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>Applications:</p> <ul style="list-style-type: none"> • Ask and answer questions about the texts (e.g., <i>How do the texts differ in regard to the current and predicted effects of global climate change?</i>) • Draw conclusions about specific details in both texts (e.g., stated cause and effect)

	<ul style="list-style-type: none"> • Quote accurately from the texts when explaining what the texts say explicitly • Use textual evidence to explain reasoning • Identify similarities and/or differences between events and/or characters in two texts • Compare, contrast, and/or combine information, ideas or themes presented in two sources • Use graphic organizers to compare two texts (e.g., Venn diagram; cause and effect flow chart)
--	--

Range of Reading and Level of Text Complexity

CCRS Reading Anchor 10: Read and comprehend complex literary and informational texts independently and proficiently.	Associated Quantitative Measures of Text Complexity for Level B:	
	Common Core Band	2nd - 3rd
	ATOS	2.75 – 5.14
	Degrees of Reading Power®	42 – 54
	Flesch-Kincaid	1.98 – 5.34
	The Lexile Framework®	420 – 820
	Reading Maturity	3.53 – 6.13
	SourceRater	0.05 – 2.48
	CASAS Reading GOALS 2 Scale Scores	NRS Level 2: 204 – 216

Writing Standards: Level B

The [Glossary](#) contains a key to the citations (e.g., W.1.2) listed in the level descriptors.

Note: The Anchor, Descriptor and Applications are addressed to the student. The instructor's role is to provide opportunities for the student to meet the exit standard.

Text Types and Purposes

CCRS Writing Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Level B Descriptor: Write opinion pieces on topics or texts, supporting a point of view with reasons. <ul 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. • Use linking words and phrases (e.g., <i>because</i>; <i>therefore</i>; <i>since</i>; <i>for example</i>) to connect opinion and reasons. • Provide a concluding statement or section. (W.3.1)
CCRS Writing Anchor 2: Write informative and explanatory texts to examine and convey complex ideas and	Level B Descriptor: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> • Introduce a topic and group related information together; include

<p>information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>illustrations when useful to aiding comprehension.</p> <ul style="list-style-type: none"> • 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>CCRS Writing Anchor 3:</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p>	<p>Level B Descriptor:</p> <p>Write narratives to recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (W.2.3)</p> <p>Applications:</p> <ul style="list-style-type: none"> • Determine general purposes (e.g., to inform; to describe) and specific purposes (e.g., recount the events of the Civil Rights Movement) for writing • Consider how purpose and audience will affect content and organization of the text • Identify how the purpose of the reader relates to own purpose for writing, and how to adjust (e.g., a medical form requires a written narrative of recent health-related events in addition to a list of symptoms) • Use a variety of graphic organizers (e.g., flow chart; Venn diagram) to brainstorm ideas • Journal, freewrite, or make an outline to formulate ideas about a topic or consider new information and ideas • Read and summarize narratives from print, audio and digital sources to build knowledge of narrative structures, analyze models of narratives, and increase vocabulary • Determine relevant content for addressing writing purpose (e.g., relevant details and examples) • Consider what you know about writing in this situation or genre (e.g., the expectations for structure, length, accuracy, and/or formality) • Make notes (e.g., sequence of points to make; evidence to include) • Make a detailed outline to clarify the focus and organize text • Use linking words and phrases (e.g., <i>because</i>; <i>therefore</i>; <i>since</i>; <i>instead</i>; <i>for example</i>) to connect opinion and reasons (e.g., <i>consequently</i>; <i>specifically</i>) • Provide a concluding statement or section related to the opinion presented • Use graphics and formatting (e.g., title; headings; bullets) to enhance a text or slide presentation • Recognize and use some complex grammar structures: <ul style="list-style-type: none"> ○ pronouns in the proper case (subjective; objective; possessive) ○ verb tense to convey various times, sequences, states, and conditions

	<ul style="list-style-type: none"> ○ modals to convey various conditions ○ adjective order within sentences according to conventional patterns (e.g., <i>a small red sign</i> rather than <i>a red small sign</i>) ● Construct, expand, rearrange, and connect sentences to create a variety of sentence types ● Begin to use subordinating conjunctions, conjunctive adverbs and transition words to create complex sentences (e.g., <i>for instance; while; after; however</i>) ● Demonstrate awareness of how grammar choices affect meaning (e.g., simple past vs. past perfect or past progressive) ● Use register appropriate to the formality of the situation and the relationship between writer and reader ● Express voice and individual insight ● Use descriptive and figurative language to create an effect (e.g., metaphor; imagery) ● Use varied vocabulary to hold audience interest
--	--

Production and Distribution of Writing

CCRS Writing Anchor 4:

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

Level B Descriptor:

Produce writing in which the development and organization are appropriate to task and purpose. (W.3.4)

Applications:

- Consider how purpose and audience will affect content and organization of the text
- Determine relevant content for addressing writing purpose (e.g., relevant details and examples)
- Practice with models to prepare for high-stakes purposes, such as class quizzes, timed writing assessments or work evaluations
- Write a paragraph focused on a single topic that includes a topic sentence, reasons, details or examples, and a concluding sentence
- Introduce a topic, state an opinion, and group related information in paragraphs and sections
- Support major ideas and arguments with evidence (e.g., provide context for the point being made; provide supporting details, relevant facts, quotations, or other evidence, information and examples related to the topic)
- Use linking words and phrases (e.g., *because; therefore; since; instead; for example*) to connect opinion and reasons (e.g., *consequently; specifically*)
- Provide a concluding statement or section related to the opinion presented
- Use graphics and formatting (e.g., title; headings; bullets) to enhance a text or slide presentation
- Recognize and use some complex grammar structures:

	<ul style="list-style-type: none"> ○ pronouns in the proper case (subjective; objective; possessive) ○ verb tense to convey various times, sequences, states, and conditions ○ modals to convey various conditions ○ adjective order within sentences according to conventional patterns (e.g., <i>a small red sign</i> rather than <i>a red small sign</i>) ● Construct, expand, rearrange, and connect sentences to create a variety of sentence types ● Begin to use subordinating conjunctions, conjunctive adverbs and transition words to create complex sentences (e.g., <i>for instance; while; after; however</i>) ● Demonstrate awareness of how grammar choices affect meaning (e.g., past vs. past perfect) ● Use general academic vocabulary (e.g., <i>conclusion; hypothesis; strategy</i>) and domain-specific words and phrases common to an area of interest or field of study (e.g., <i>classification system; condensation; age appropriate; endangered species</i>) ● Use understanding of Greek and Latin affixes and roots to form words (e.g., <i>telegraph; autograph; photograph</i>) ● Correctly use some commonly confused verbs (e.g., <i>do</i> and <i>make; say</i> and <i>tell; bring</i> and <i>take</i>) ● Use a range of idioms and collocations ● Use common phrasal verbs (e.g., <i>look for; go away; give in</i>) ● Establish style, tone and voice appropriate to purpose ● Use register appropriate to the formality of the situation and the relationship between writer and reader ● Express voice and individual insight ● Use descriptive and figurative language to create an effect (e.g., metaphor; imagery) ● Use a varied vocabulary to hold audience interest ● Determine type and amount of detail and textual evidence required in a situation
<p>CCRS Writing Anchor 5:</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>Level B Descriptor:</p> <p>With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of the Language Anchors 1–3 at this level.) (W.3.5)</p> <p>Applications:</p> <ul style="list-style-type: none"> ● Consider what you know about writing in this situation or genre (e.g., the expectations for structure, length, accuracy, and/or formality) ● Use graphic organizers to see the relationship among ideas (e.g., Venn diagram; compare/contrast chart) ● Use models of varied text types (e.g., stories; reports; articles) ● Make notes (e.g., sequence of points to make; evidence to

	<p>include)</p> <ul style="list-style-type: none"> • Make a detailed outline to clarify the focus and organize text • Construct, expand, rearrange, and connect sentences to create a variety of sentence types • Determine if grammar choices have affected meaning (e.g., past vs. past perfect) • Double-check commonly confused verbs (e.g., <i>do</i> and <i>make</i>; <i>say</i> and <i>tell</i>; <i>bring</i> and <i>take</i>) • Check that commonly used phrasal verbs contain the correct prepositions (e.g., <i>look for</i>; <i>go away</i>; <i>give in</i>) • Determine if style, tone and voice is appropriate to purpose and if register is appropriate to the formality of the situation and the relationship between writer and reader • Reread text and make simple content revisions • Collaborate with others to use tools and strategies such as guiding questions, revision checklists or outlines to support revision • Check that most important points stand out • Read aloud to hear how text sounds (e.g., flow; word choice; formality) • Review word choice (e.g., synonyms; homonyms; comparatives; superlatives; formal or informal) • Review text for redundant language (e.g., <i>Every year they had an annual election.</i>)
<p>CCRS Writing Anchor 6:</p> <p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>Level B Descriptor:</p> <p>With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (W.3.6)</p> <p>Applications:</p> <ul style="list-style-type: none"> • Use digital video meeting platforms (e.g., Zoom; Google Meet; MS Teams) to interact, get feedback, and collaborate • Collaborate with others to build digital skills • Become familiar with digital tools and media (e.g., Microsoft Office, Google Docs, slideshows, Jamboard) to present information • Use the internet to research information and data to support ideas (e.g., search engines, databases, library-curated sites) • Upload text files • Use visuals (e.g., illustrations, graphics, charts) to enhance the text

Research to Build and Present Knowledge

<p>CCRS Writing Anchor 7:</p> <p>Conduct short as well as more sustained research projects</p>	<p>Level B Descriptor:</p> <p>Conduct short research projects that build knowledge about a topic. (W.3.7)</p>
---	--

<p>based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>Applications:</p> <ul style="list-style-type: none"> • Identify a question to explore in writing • Determine general purposes (e.g., to inform; to describe) and specific purposes (e.g., recount the events of the Civil Rights Movement and make connections to present history) for writing • Consider how purpose and audience will affect content and organization of the text • Discuss information and ideas gleaned from multiple sources • Journal, freewrite, or make an outline to formulate ideas about a topic or consider new information and ideas • Read and summarize information from print, audio and digital sources to build knowledge and vocabulary • Determine relevant content for addressing writing purpose (e.g., relevant details and examples) • Use graphic organizers to see the relationship among ideas (e.g., Venn diagram; compare/contrast chart) • Make notes (e.g., sequence of points to make; evidence to include)
<p>CCRS Writing Anchor 8:</p> <p>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>Level B Descriptor:</p> <p>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (W.3.8)</p> <p>Applications:</p> <ul style="list-style-type: none"> • Discuss information and ideas gleaned from multiple sources • Journal, freewrite, or make an outline to formulate ideas about a topic or consider new information and ideas • Read and summarize information from print, audio and digital sources to build knowledge and vocabulary • Determine relevant content for addressing writing purpose (e.g., pertinent details and examples) • Make notes (e.g., sequence of points to make; evidence to include) • Make a detailed outline to clarify the focus and organize text • Support major ideas and arguments with evidence (e.g., provide context for the point being made; provide supporting details, relevant facts, quotations, or other evidence, information and examples related to the topic) • Determine type and amount of detail and textual evidence required in a situation • Use strategies to avoid plagiarism (e.g., synonyms, paraphrasing, word forms, quotes from sources)

<p>CCRS Writing Anchor: 9</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)</p>	<p>Level B Descriptor:</p> <p><i>There is no descriptor for this level.</i></p>
<p>Range of Writing</p>	
<p>CCSS Writing Anchor 10:</p> <p>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.</p>	<p>Level B Descriptor:</p> <p><i>There is no descriptor for this level.</i></p>

Speaking and Listening Standards: Level B

The [Glossary](#) contains a key to the citations listed in the level descriptors.

Note: The Anchor, Descriptor and Applications are addressed to the student. The instructor's role is to provide opportunities for the student to meet the exit standard.

Comprehension and Collaboration	
CCRS 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.	Level B Descriptor: 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. <ul style="list-style-type: none">• 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.• Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways; listening to others with care; speaking one at a time about the topics and texts under discussion).• Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.• Explain their own ideas and understanding in light of the discussion. (SL.3.1) Applications: <ul style="list-style-type: none">• Clarify own or group's general or specific purpose for listening and speaking (e.g., understand the main points of an argument; gather information for a group project; share information; persuade others to act; analyze purpose of information presented in diverse media and formats) or evaluative purpose (e.g., differentiate between fact and opinion)• Consider purpose of the listener and speaker and how that relates to own purpose for listening and speaking (e.g., the speaker wants to mandate while the listener wants to negotiate)• Understand how academic or workplace purpose affects the format of effective conversation, and identify a variety of appropriate norms for discussion to meet the listening and speaking purpose (e.g., how to take a turn to speak; how to agree and disagree; ways to begin and end a conversation)• Reflect on and use prior knowledge about the social, cultural, and situational contexts, including appropriate level of formality to aid comprehension (e.g., predict content and flow of common classroom or workplace interactions)• Build and draw on specialized knowledge related to work, education, family, or community topics• Prepare for discussions by reading or studying relevant material in class activities (e.g., texts distributed and read in class; suggested texts; library or online research on articles of interest for learners' purposes), explicitly draw on that preparation and prior knowledge about the topic to explore ideas under discussion, and contribute to decision-making

	<ul style="list-style-type: none"> • Interact with unfamiliar speakers (e.g., merchants or library staff, in-person or on the phone) • Use language references such as English dictionary • Select relevant content from text and digital sources, observations, experiences, and interests for predicting and addressing listening and speaking purpose (include details and examples) • Predict/learn general vocabulary and some specialized terms common in specific situations, including academic or workplace situations (e.g., introductions for group presentation) • Listen to and repeat new vocabulary and phrases in varied settings and for varied purposes (e.g., meeting at work, interview on the radio, podcast) • Organize, develop, and record ideas to communicate points, focus listening, or remember information (e.g., make note of <i>Wh</i>-questions to ask; list of things to say) • Use graphic organizers, notes, discussion, freewriting, journaling, or brainstorming to clarify and organize thoughts (e.g., answers to a list of questions, timeline, Venn diagram) • Consider reactions of the listener/speaker to the interaction (e.g., surprise, confusion) • Use knowledge of varied U.S. cultures and academic and career contexts to select, understand, and communicate information effectively in collaborative exchanges that build on others' ideas and express one's own clearly and persuasively • Use a range of strategies to actively participate in conversation (e.g., listen for entry points into discussion; attract attention to get a turn to speak) • Build and use knowledge to guide participation in a range of interactions (e.g., understand when a speaker is giving a sales pitch; when it is appropriate to provide personal information) and diverse contexts (e.g., compliments; workplace gossip; meeting a friend at the airport) • Use and recognize appropriate register in varied contexts (e.g., formal meeting with colleagues) • Make intentional communication choices based on an understanding of cultural or situational expectations • Offer, understand, and respond to apologies, praise, rejection, support, or constructive criticism (e.g., peer feedback) • Ask for, understand, and respond to opinions, multistep instructions, suggestions, or questions based on relevant evidence, ideas, and observations; state or question a position (e.g., <i>Could you please explain how you made this decision?</i>) • Initiate, follow, and make appropriate contributions to medium-length discussions that require problem-solving, analysis of a situation, and drawing of conclusions • Respectfully decline to speak • Select from a range of strategies to monitor comprehension,
--	---

	<p>repair misunderstanding, and enhance listener comprehension:</p> <ul style="list-style-type: none"> ○ Check comprehension (e.g., paraphrase what was heard) ○ Use a variety of verbal and cultural non-verbal cues (e.g., eye contact; <i>Sorry? Could you give an example?</i>) to indicate comprehension or comprehension breakdowns ○ Identify points at which comprehension breaks down and use strategies to repair (e.g., identify problematic sounds or words; compare sources of information; take notes for later clarification) ○ Manage internal and external barriers to comprehension (e.g., physical setting) ○ Pause at appropriate points to check understanding and assess whether the listener's purpose is being met (e.g., whether the listener is still interested) ○ Request feedback from listener (e.g., <i>What do you think? Any questions?</i>) ○ Clarify meaning (e.g., rephrase; restate; use circumlocution; provide an example) ○ Adjust vocabulary, pace, volume, eye contact, register, or body language based on listener needs <ul style="list-style-type: none"> ● Recognize and use knowledge of basic and complex grammar and common usage as needed and in context: <ul style="list-style-type: none"> ○ complex grammar structures (e.g., present perfect tense to express a past event that has present effects; conditional tenses; adverbial clauses; gerunds; and infinitives) ○ complex sentences (e.g., dependent clauses connected by subordinating conjunctions such as <i>when, after, before, while, because, if</i>) ○ a series of connected sentences (simple and/or compound) to form a coherent message ○ comparative and superlative forms of adverbs (e.g., <i>more effectively, the most effectively</i>) ● Demonstrate awareness of how grammar choices affect meaning (e.g., present perfect vs. simple past for completed action) and make appropriate grammar choices ● Distinguish between standard and colloquial grammar (e.g., <i>ain't; I done good</i>)
<p>CCRS Speaking and Listening Anchor 2:</p> <p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Level B Descriptor:</p> <p>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. (SL.3.2)</p> <p>Applications:</p> <ul style="list-style-type: none"> ● Practice listening for main ideas and supporting details ● Evaluate previous experience and understanding in light of new information, ideas, or perspectives (e.g., understand and know how to implement policy changes in workplace)

	<ul style="list-style-type: none"> • Evaluate whether or not the speaker's ideas accurately represent the ideas in the spoken text • Listen for and use rhetorical structures (e.g., chronological order, problem/solution) and transition words/phrases (e.g., <i>in addition</i>, <i>instead</i>) to organize and follow presentations • Take notes to aid comprehension and recall to group ideas in ways that address the purpose (e.g., use an outline or graphic organizer, such as a pro/con chart; compare and contrast chart; Venn diagram) • Use and compare literal and nonliteral meanings to understand figurative language, including similes and idioms used to convey images and ideas
<p>CCRS Speaking and Listening Anchor 3:</p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>Level B Descriptor:</p> <p>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (SL.3.3)</p> <p>Applications:</p> <ul style="list-style-type: none"> • Analyze the purpose of and evaluate the perspectives or motives behind information presented in diverse media and oral presentations • Identify the evidence that the speaker is using to support the argument or claim • Recognize the speaker's choice of words to help understand the speaker's point of view • Listen and respond respectfully to diverse perspectives • Use strategies to check comprehension (e.g., paraphrase what was heard), identify points at which comprehension breaks down, and use strategies to repair (e.g., identify problematic sounds or words; compare sources of information; take notes for later clarification) • Use a variety of non-verbal and verbal cues (e.g., eye contact; <i>Sorry? Could you give me an example of that?</i>) to indicate comprehension or comprehension breakdowns
<p>Presentation of Knowledge and Ideas</p>	
<p>CCRS Speaking and Listening Anchor 4:</p> <p>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>	<p>Level B Descriptor:</p> <p>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. (SL.3.4)</p> <p>Applications:</p> <ul style="list-style-type: none"> • Practice speaking for main ideas and supporting details • Organize speaking points or presentations to emphasize the purpose (e.g., to inform, persuade, entertain) • Identify and cite specific textual evidence when speaking to support conclusions drawn from the text and to defend spoken arguments

	<ul style="list-style-type: none"> • Pause at appropriate points to check understanding and assess whether listener's purpose is being met (e.g., whether they're still interested) • Request feedback from listener (e.g., <i>What do you think? Any questions?</i>) • Use strategies to clarify meaning (e.g., rephrase; restate; use circumlocution; provide an example) • Adjust vocabulary, pace, volume, eye contact, register, or body language based on listener needs
<p>CCRS Speaking and Listening Anchor 5:</p> <p>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>Level B Descriptor:</p> <p>There is no CCRS level-specific descriptor for this anchor at Level B. The applications below are OACCRS speaking and listening applications and not part of the CCRS.</p> <p>Applications:</p> <ul style="list-style-type: none"> • Select or create diverse media to represent ideas and enhance communication (e.g., chart, poster, video, slides presentation) • Build technology skills (e.g., computer, tablet, cell phone) to prepare for oral communication • Use digital video meeting platforms (e.g., Zoom; Google Meet; MS Teams) to interact and collaborate • Collaborate with others to build digital skills • Use the internet to research information and data to support ideas (e.g., search engines, databases, library-curated sites) • Create and upload audio and video files • Become familiar with digital tools and media (e.g., Microsoft Office, Google Docs, slideshows, Jamboard, YouTube) to present information
<p>CCRS Speaking and Listening Anchor 6:</p> <p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Level B Descriptor:</p> <p>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Language Anchors 1 and 3.) (SL.3.6)</p> <p>Applications:</p> <ul style="list-style-type: none"> • Demonstrate awareness of how grammar choices affect meaning and make appropriate grammar choices: <ul style="list-style-type: none"> ○ complex grammar structures (e.g., present perfect tense to express a past event that has present effects, conditional tenses, adverbial clauses, gerunds and infinitives) ○ complex sentences (e.g., dependent clauses connected by subordinating conjunctions such as <i>when, after, before, while, because, if</i>) ○ a series of connected sentences (simple and/or compound) to form a coherent message ○ comparative and superlative forms of adverbs (e.g., <i>more effectively, the most effectively</i>)

	<ul style="list-style-type: none"> • Distinguish between standard and colloquial grammar (e.g., <i>ain't</i>; <i>I done good</i>) • Choose language that expresses ideas consistently, eliminating wordiness and redundancy • Acquire and accurately use a range of general academic and domain-specific words and phrases for listening at the college and career readiness level (e.g., exit interview, reference materials), such as words on the Academic Word List (AWL) and Tier II Word List • Use words and ideas from texts when explaining topics of interest (e.g. presenting information on career options to a class) • Learn and draw from a vocabulary to understand and express general and specific meaning (e.g., <i>cook</i> vs. <i>fry</i>; <i>steam</i> vs. <i>boil</i>; <i>rain</i> vs. <i>shower</i> or <i>drizzle</i>) in a variety of contexts including career and academic contexts • Use understanding of word morphology (prefixes, roots, and suffixes) to determine meaning of and build new vocabulary (e.g., <i>pre-</i>, <i>joy</i>, <i>vis-</i>, <i>-ible</i>, <i>-ion</i>) • Identify familiar word parts to infer new meanings in unfamiliar words (e.g., <i>parent/parental</i>) • Understand and use some common slang, idioms, and colloquialisms appropriate to the context (e.g., <i>ASAP</i>; <i>sounds good</i>; <i>no worries</i>) • Use placeholders appropriately (e.g., <i>I mean</i>; <i>so</i>) • Identify the appropriate meaning of homonyms in context (e.g., <i>effect/affect</i>, <i>root/route</i>, <i>read/red</i>) • Use sentence-level context as a clue to the meaning of a word or phrase • Use some transition words/phrases to signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>because</i>) • Identify literal and nonliteral uses of words • Recognize and avoid common false cognates from other languages (e.g., <i>embarrassed/embarazada</i> - Spanish for <i>pregnant</i>) • Consult reference materials, both print and digital, to determine or clarify the meaning and pronunciation of words and phrases • Use strategies to identify and address one's own weaknesses in distinguishing commonly confused sounds that interfere with communication: <ul style="list-style-type: none"> ○ Recognize that variations in pronunciation exist (e.g., regional dialects, nonstandard varieties of English, non-native pronunciation) ○ Recognize where difficulties in distinguishing English sounds interfere with communication (e.g., identify problem sounds and the words that have them) • Speak clearly at an acceptable volume and understandable pace in face-to-face interactions
--	--

	<ul style="list-style-type: none"> • When reading text aloud, use stress, intonation, and expression to convey meaning • Read aloud to develop fluency (e.g., record and listen to own speech) • Stress the appropriate syllable in multisyllabic words (e.g., pathology, literature) and recognize that syllable patterns affect stress; practice pronunciation and intonation of problematic sounds and words • Use stress and intonation to express ideas, differentiate between contexts that call for formal English and situations where informal discourse is appropriate, and use intonation to indicate formality • Use varied emphases in sentence stress to emphasize information and create varied meaning by shifting stress in a sentence to shift meaning (e.g., <i>Where are YOU going?</i> vs. <i>Where are you GOING?</i>) and word stress (e.g., <i>White House</i> vs. <i>white house</i> or <i>blackbird</i> vs. <i>black bird</i>) • Use a variety of reference tools (e.g., dictionaries, glossaries) to determine correct stress • Set long- and short-term learning goals
--	---

Language Standards: Level B

The [Glossary](#) contains a key to the citations (e.g., L.1.2) listed in the level descriptors.

Note: The Anchor, Descriptor and Applications are addressed to the student. The instructor's role is to provide opportunities for the student to meet the exit standard.

Conventions of Standard English

CCRS Language Anchor 1:

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Level B Descriptor:

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Use collective nouns (e.g., group)
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- Form and use regular and irregular plural nouns.
- Use reflexive pronouns (e.g., *myself*, *ourselves*).
- Form and use the past tense of frequently occurring irregular verbs (e.g., *sat*, *hid*, *told*).
- Use abstract nouns (e.g., *childhood*).
- Form and use regular and irregular verbs.
- Form and use the simple verb tenses (e.g., *I walked*; *I walk*; *I will walk*).
- Ensure subject-verb and pronoun-antecedent agreement.
- Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- Use coordinating and subordinating conjunctions.
- Produce simple, compound, and complex sentences.

	<ul style="list-style-type: none"> 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)
CCRS Language Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Level B Descriptor: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> Capitalize holidays, product names, and geographic names. Capitalize appropriate words in titles. Use commas in greetings and closings of letters. Use commas in addresses. Use commas and quotation marks in dialogue. Use an apostrophe to form contractions and frequently occurring possessives. 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>). Generalize learned spelling patterns when writing words (e.g., <i>cage, badge; boy, boil</i>). Use spelling patterns and generalizations (e.g., word families, position based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (L.2.2 and 3.2 merge)
Knowledge of Language	
CCRS Language 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.	Level B Descriptor: Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> Choose words and phrases for effect. Recognize and observe differences between the conventions of spoken and written standard English. (L.3.3)

Vocabulary Acquisition and Use

<p>CCRS Language Anchor 4:</p> <p>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>Level B Descriptor:</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"> • Use sentence-level context as a clue to the meaning of a word or phrase. • 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>). • 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>). • 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>). • Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (L.2.4)
<p>Text Structure</p>	
<p>CCRS Language Anchor 5:</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Level B Descriptor:</p> <p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> • Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>). • Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). • Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>). (L.3.5)
<p>CCRS Language Anchor 6:</p> <p>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>Level B Descriptor:</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>

Level C Single-Level Views: Reading, Writing, Speaking & Listening, and Language

The OACCRS single-level views include **Applications** which are not included in the CCRS. Most of the applications originated in the OALS. They offer options and suggestions for Anchor descriptor activities but are not exclusive or comprehensive.

Reading Standards: Level C

The [Glossary](#) contains a key to the citations (e.g., RI.4.1) listed in the level descriptors.

Note: The Anchor, Descriptor and Applications are addressed to the student. The instructor's role is to provide opportunities for the student to meet the exit standard.

Close Reading and Evidence

CCRS 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.

(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)

Level C Descriptor:

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)

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.5.1)

Applications:

- Scan for key words/terms to create and answer questions
- Answer questions posed by self and others (e.g., turning subheadings into questions)
- Mark texts and/or make notes
- Select and use an appropriate graphic organizer to clarify key details and evidence
- Discuss with others or do other interactive activities (e.g., role play events; [jigsaw activity](#))

Development of Central Ideas

CCRS Reading 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 Reading Anchor 10.)

Level C Descriptor:

Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2)

Determine a theme of a story, drama, or poem from details in the text; summarize the text. (RL.4.2)

Applications:

- Apply knowledge of common text structures (e.g., description; cause/effect; compare/contrast; problem/solution) and their signal words
- Skim to determine main ideas
- Ask *Wh*-questions about the topic, stated or implied main idea, and key details (e.g., turning subheadings into questions; see [Tool 2](#) in the Toolbox)
- Write a summary to check understanding of what the text states explicitly
- Mark texts and/or make notes

	<ul style="list-style-type: none"> • Select and use an appropriate graphic organizer to clarify the key details and evidence that support main ideas • Discuss with others or do other interactive activities (e.g., jigsaw activity) • Analyze specific details, including how they are related to each other and/or to the main/central idea (e.g., implied cause and effect; types and sub-types; problems and solutions) • Cite several specific pieces of evidence to support analysis of the text
--	---

Interactions

CCRS Reading 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 Reading Anchor 10.)

Level C Descriptor:

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)

Applications:

- Scan for key words/terms
- Answer questions posed by self and others (e.g., turning subheadings into questions)
- Mark text and/or make notes
- Reread to find and confirm connections, adjusting reading pace as necessary
- Select and use an appropriate graphic organizer to clarify interactions between events, procedures, ideas, and/or concepts
- Discuss with others or do other interactive activities (e.g., role play events)
- Locate and interpret information in multi-featured tables, graphs, and diagrams (e.g., a graph displaying oil spills by country, gallons, and dollars spent on cleanup)
- Identify similarities and/or differences between ideas, events, and/or characters
- Combine, compare, and/or contrast information and/or arguments
- Analyze specific details, including how they are related to each other and/or to the main/central idea (e.g., implied cause and effect; types and sub-types; problems and solutions)

Vocabulary

CCRS 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

Level C Descriptor:

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)

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)

Applications:

- Recognize and apply meanings of a range of common roots

<p>meaning or tone.</p> <p><i>(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)</i></p>	<p>(e.g., <i>spect</i>; <i>rupt</i>; <i>port</i>; <i>bene</i>)</p> <ul style="list-style-type: none"> Recognize and apply meanings of a range of prefixes and suffixes (e.g., <i>semi</i>-; <i>quad</i>-; <i>milli</i>-; <i>-logist</i>; <i>-ician</i>; <i>bio</i>-; <i>inter</i>-; <i>-ary</i>; <i>-ology</i>) Apply appropriate meanings (out of a set of possible meanings) of academic words found across a range of texts Interpret common idioms, expressions, and/or collocations (e.g., <i>live for the moment</i>; <i>crystal clear</i>; <i>face the consequences</i>) Use context (e.g., embedded clues; knowledge of topic; knowledge of English syntax) Apply knowledge of homographs and homophones (e.g., <i>abuse</i>; <i>conflict</i>; <i>principle/principal</i>) Identify and apply the appropriate definition from a standard dictionary or online thesaurus Determine and analyze the impact of a specific word choice on meaning and tone Explain the intended effects of common literary techniques used within a text (e.g., flashback; rhetorical question)
--	---

Text Structure

<p>CCRS Reading Anchor 5:</p> <p>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.</p> <p><i>(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)</i></p>	<p>Level C Descriptor:</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>Applications:</p> <ul style="list-style-type: none"> Use text format and features (e.g., table of contents; index; sidebars; topic menus) Apply knowledge of common text structures (e.g., description; cause/effect; compare/contrast; problem/solution) and their signal words Scan and skim Answer questions posed by self and others (e.g., turning subheadings into questions) Mark texts and/or make notes Select and use an appropriate graphic organizer Discuss with others (e.g., learners discuss how they use text features to locate information) Locate specific information in a lengthy source using text features (e.g., on the Internet; within a textbook chapter) Locate and interpret information in tables, graphs, and diagrams with various features (e.g., a graph displaying oil spills by country, gallons, and dollars spent on cleanup) Analyze specific details, including how they are related to each
---	--

	other and/or to the main/central idea (e.g., implied cause and effect; types and subtypes; problems and solutions)
Purpose and Point of View	
<p>CCRS Reading Anchor 6: Assess how point of view or purpose shapes the content and style of a text.</p> <p><i>(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)</i></p>	<p>Level C Descriptor: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI.5.6) Describe how a narrator's or speaker's point of view influences how events are described. (RL.5.6)</p> <p>Applications:</p> <ul style="list-style-type: none"> • Identify the intended audience and general purpose of the text type • Preview key sections of the text (e.g., advanced organizers; headings/subheadings; first sentences of paragraphs) • Make predictions or ask questions about text type, literary genre, topic, and/or reading situation • Determine, analyze, and summarize the stated or implied main idea of a paragraph and the key details/evidence used to develop it • Determine, analyze, and summarize an author's clearly stated central idea and major points (over multiple paragraphs and/or pages) • Evaluate the reliability, accuracy, and sufficiency of information, claims, or arguments (e.g., by investigating the biases of author/publisher/website; distinguishing between fact and opinion; recognizing understatements and/or overstatements) • Cite several specific pieces of evidence to support analysis of the text and inferences drawn from the text • Analyze the impact of a specific word choice on meaning and tone • Explain the intended effects of common literary techniques used within a text (e.g., flashback; rhetorical question) • Cite textual evidence to determine the author's tone or the mood of the text • Compare, contrast, and/or critique ideas, events, and arguments in the text
Multimedia Content	
<p>CCRS Reading Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p><i>(Apply this standard to texts of appropriate complexity as</i></p>	<p>Level C Descriptor: 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><i>outlined by Reading Anchor 10.)</i></p>	<p>Applications:</p> <ul style="list-style-type: none"> • Use functional texts (e.g., program brochures; political ads) • Use forms, tables, graphs, diagrams, and maps (e.g., academic program guided pathways flowcharts; workflow diagram; nutrition charts; road maps) • Use informational texts (e.g., textbooks; books on special interests) • Read articles and editorials in popular online magazines and newspapers • Select appropriate print and digital text, specifying how the text addresses the reader's goal (e.g., by considering writing style, text features or supports, familiarity with source/author, appropriateness of text type) • Answer questions posed by self and/or others (e.g., turning subheadings into questions) • Make inferences using textual and graphic evidence • Use text format and features (e.g., table of contents; index; sidebars; topic menus) • Scan and skim • Describe connection between illustrations and textual details in discussion with others
<p>Tracing the Argument</p>	
<p>CCRS Reading Anchor 8:</p> <p>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><i>(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)</i></p>	<p>Level C Descriptor:</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>Applications:</p> <ul style="list-style-type: none"> • Analyze specific details, including how they are related to each other and/or to the main/central idea (e.g., implied cause and effect; types and sub-types; problems and solutions) • Evaluate the reliability, accuracy, and sufficiency of information, claims, or arguments (e.g., by investigating the biases of author/publisher/website; distinguishing between fact and opinion; recognizing understatements/ overstatements) • Cite several specific pieces of evidence to support analysis of the text

Comparing Two or More Texts

CCRS Reading 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.

(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)

Level C Descriptor:

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9)

Applications:

- Determine, analyze, and summarize authors' clearly-stated central idea and major points
- Analyze specific details, including how they are related to each other and/or to the main/central idea (e.g., implied cause and effect; types and sub-types; problems and solutions) in more than one text
- Evaluate the reliability, accuracy, and sufficiency of information, claims, or arguments (e.g., by investigating the biases of author/publisher/website; distinguishing between fact and opinion; recognizing understatements and/or overstatements)
- Cite several specific pieces of evidence to support analysis of the texts and inferences drawn from the texts
- Use textual evidence to explain reasoning
- Combine, compare, contrast, and/or critique ideas, events, people, and/or arguments in different texts

Range of Reading and Level of Text Complexity

CCRS Reading Anchor 10:

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

Associated Quantitative Measures of Text Complexity for Level C:

Common Core Band	4th – 5th
ATOS	4.97 – 7.03
Degrees of Reading Power®	52 – 60
Flesch-Kincaid	4.51 – 7.73
The Lexile Framework®	740 – 1010
Reading Maturity	5.42 – 7.92
SourceRater	0.84 – 5.75
CASAS Reading GOALS 2 Scale Scores	NRS Level 3: 217 – 227

Writing Standards: Level C

The [Glossary](#) contains a key to the citations (e.g., W.5.1) listed in the level descriptors.

Note: The Anchor, Descriptor and Applications are addressed to the student. The instructor's role is to provide opportunities for the student to meet the exit standard.

Text Types and Purposes

<p>CCRS Writing Anchor 1:</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>Level C Descriptor:</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> • Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. • Provide logically ordered reasons that are supported by facts and details. • Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). • Provide a concluding statement or section related to the opinion presented. (W.5.1)
<p>CCRS Writing Anchor 2:</p> <p>Write informative and explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>Level C Descriptor:</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> • Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. • Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. • Link ideas within categories of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>). • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Provide a concluding statement or section related to the information or explanation presented. (W.4.2)
<p>CCRS Writing Anchor 3:</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>Level C Descriptor:</p> <p>Students' narrative skills continue to grow in this level as students work to incorporate narrative elements effectively into their arguments and informative/explanatory texts.</p>
<p>Production and Distribution of Writing</p>	
<p>CCRS Writing Anchor 4:</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Level C Descriptor:</p> <p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (W.5.4)</p> <p>Applications:</p> <ul style="list-style-type: none"> • Consider how purpose and audience will affect content, word choice, formality, and organization of the text • Consider what you know about writing in this situation or genre (e.g., how much collaboration is allowed; the difference between a petition to the government and a petition to an employer) • Use models of varied genres (e.g., biography; argumentative)

	<p>essay; poetry; social media)</p> <ul style="list-style-type: none"> • Make notes (e.g., evidence that supports or contradicts main points) • Make a detailed outline to organize, prioritize, and sequence information from multiple sources • Practice with models to prepare for high-stakes purposes, such as timed course exams • Write a paragraph focused on a main idea that includes a topic sentence, reasons, details, examples or evidence to support it, and a concluding sentence • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information • Use an organizational pattern appropriate to the topic and purpose (e.g., cause/effect, classification, problem/solution, compare/contrast) and develop the topic with elaborated ideas, appropriate and sufficient details, evidence, or other relevant information • Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts, making important connections and distinctions (e.g., <i>whereas</i>; <i>however</i>; <i>while</i>; <i>on the one hand</i>; <i>therefore</i>) • Provide a concluding statement or section that follows from and supports the information or explanation presented • Use formatting (e.g., headings; bullets), graphics (e.g., charts; tables), and multimedia (e.g., video in a slide presentation) to enhance text • Select the most important information and appropriate amount of information • Recognize and use complex grammar structures: <ul style="list-style-type: none"> ○ perfect continuous tense ○ relative clauses ○ verbs in the active and passive voice ○ verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood • Construct complex sentences, using a full range of subordinating conjunctions • Recognize and correct vague or unclear pronouns and inappropriate shifts in pronoun number and person • Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas • Use precise language (e.g., <i>smell</i> vs. <i>scent</i>; <i>They should go</i> vs. <i>They have to go</i>) and academic vocabulary (e.g., <i>articulate</i> vs. <i>explain</i>) • Incorporate vocabulary and idioms learned through reading • Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>) • Establish and maintain style, tone and voice appropriate to purpose
--	--

	<ul style="list-style-type: none"> • Use register and tone appropriate to the formality or seriousness of the situation, understanding of cultural expectations, and the relationship between writer and reader • Use natural and engaging language to connect with the audience • Select vocabulary to convey nuance • Use style techniques to create an effect (e.g., rhetorical questioning, repetition) • Decide when to write with colloquial spelling/slang/reductions (e.g., <i>wanna</i>, <i>gonna</i>)
<p>CCRS Writing Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>Level C Descriptor: With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language Anchors 1–3 at this level.) (W.5.5)</p> <p>Applications:</p> <ul style="list-style-type: none"> • Determine relevant content for addressing writing purpose (e.g., specific evidence; relevant information; what not to say) • Consider what you know about writing in this situation or genre (e.g., how much collaboration is allowed; the difference between a petition to the government and a petition to an employer) • Use graphic organizers to organize ideas into a narrative structure or rhetorical form (e.g., chronology; comparison/contrast) • Use models of varied genres (e.g., biography; argumentative essay; poetry; social media) • Make notes (e.g., evidence that supports or contradicts main points) • Make a detailed outline to organize, prioritize, and sequence information from multiple sources • Introduce a topic clearly, previewing what is to follow • Use an organizational pattern appropriate to the topic and purpose (e.g., cause/effect; classification; problem/solution; compare/contrast) and develop the topic with elaborated ideas, appropriate and sufficient details, evidence, or other relevant information • Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts, making important connections and distinctions (e.g., <i>whereas</i>; <i>however</i>; <i>while</i>; <i>on the one hand</i>; <i>therefore</i>) • Provide a concluding statement or section that follows from and supports the information or explanation presented • Use formatting (e.g., headings; bullets), graphics (e.g., charts; tables), and multimedia (e.g., video in a slide presentation) to enhance text • Recognize and correct vague or unclear pronouns, and inappropriate shifts in pronoun number and person • Choose among simple, compound, complex, and compound-

	<p>complex sentences to signal differing relationships among ideas</p> <ul style="list-style-type: none"> • Check that vocabulary has appropriate connotation (e.g., <i>smell</i> vs. <i>scent</i>; <i>They should go</i> vs. <i>They have to go</i>) and that academic vocabulary is used (e.g., <i>articulate</i> vs. <i>explain</i>) and use verbs differing in manner (e.g., <i>look</i>; <i>peek</i>; <i>glance</i>; <i>stare</i>; <i>glare</i>; <i>scowl</i>) and adjectives differing in intensity (e.g., <i>large</i>; <i>gigantic</i>) to convey shades of meaning • Review word choice (e.g., synonyms; homonyms; easily confused words) • Use prefixes and suffixes to build words that express abstract concepts (e.g., <i>-ness</i>; <i>-cracy</i>; <i>-ism</i>) • Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>) • Establish and maintain style, tone, and voice appropriate to purpose • Use register and tone appropriate to the formality or seriousness of the situation, understanding of cultural expectations, and the relationship between writer and reader • Demonstrate individual thinking, insight, and interest in the topic • Use natural and engaging language to connect with the audience • Select vocabulary to convey nuance • Use style techniques to create an effect (e.g., rhetorical questioning; repetition) • Decide when to write with colloquial spelling/slang/reductions (e.g., <i>wanna</i>; <i>gonna</i>) • Perform multiple rereadings of own writing and make content revisions for fidelity to purpose, clarity, a sense of voice, and consideration of audience • Choose from a selection of strategies such as rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience • Add detail and textual evidence needed to support logical argument • Delete unnecessary information • Revise for completeness, level of detail, voice, tone, and formality • Check that evidence is accurate and sufficient • Combine and/or rearrange sentences as needed to add coherence
<p>CCRS Writing Anchor 6:</p> <p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>Level C Descriptor:</p> <p>With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (W.4.6)</p> <p>Applications:</p> <ul style="list-style-type: none"> • Use digital video meeting platforms (e.g., Zoom; Google Meet; MS Teams) to interact, get feedback, and collaborate

	<ul style="list-style-type: none"> • Collaborate with others to build digital skills • Use digital tools and media (e.g., Microsoft Office, Google Docs, slideshows, Jamboard) to present information • Use the internet to research information and data to support ideas (e.g., search engines, databases, library-curated sites) • Upload text files • Use visuals (e.g., illustrations, graphics, charts) to enhance the text
--	--

Research to Build and Present Knowledge

CCRS Writing Anchor 7:

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

Level C Descriptor:

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7)

Applications:

- Discuss information and ideas gleaned from diverse sources
- Read and summarize information from print, audio and digital sources to build knowledge and synthesize with prior knowledge
- Make notes (e.g., list evidence that supports or contradicts main points)
- Develop a hypothesis to explore in writing
- Conduct short research projects to answer a question (e.g. *How did the Civil War end?*), drawing on several sources and generating additional questions for investigation (e.g., *What were the results of the end of the Civil War?*)

CCRS Writing 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.

(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)

Level C Descriptor:

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (W.5.8)

Applications:

- Discuss information and ideas gleaned from diverse sources
- Journal or freewrite to formulate ideas or investigate one's thinking and questions about a topic
- Read and summarize information from print, audio and digital sources to build knowledge and synthesize with prior knowledge
- Determine relevant content for addressing writing purpose (e.g., specific evidence; relevant information; what not to say)
- Make notes (e.g., list evidence that supports or contradicts main points)
- Make a detailed outline to organize, prioritize, and sequence information from multiple sources
- Use strategies to avoid plagiarism (e.g., synonyms, paraphrasing, word forms, quotes from sources, paraphrasing, reported speech)

<p>CCRS Writing Anchor 9:</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><i>(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)</i></p>	<p>Level C Descriptor:</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> • Apply Reading Anchors 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). • Apply Reading Anchors 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>Applications:</p> <ul style="list-style-type: none"> • Discuss information and ideas gleaned from diverse sources • Make notes (e.g., evidence that supports or contradicts main points) • Make a detailed outline to organize, prioritize, and sequence information from multiple sources • Add detail and textual evidence needed to support logical argument
--	---

Range of Writing

<p>CCSS Writing Anchor 10:</p> <p>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.</p>	<p>Level C Descriptor:</p> <p><i>There is no descriptor for this level.</i></p>
--	--

Speaking and Listening Standards: Level C

The [Glossary](#) contains a key to the citations listed in the level descriptors.

Note: The Anchor, Descriptor and Applications are addressed to the student. The instructor's role is to provide opportunities for the student to meet the exit standard.

Comprehension and Collaboration

<p>CCRS Speaking and Listening Anchor 1:</p> <p>Prepare for and participate</p>	<p>Level C Descriptor:</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others'</p>
--	---

<p>effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> • 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. • Follow agreed-upon rules for discussions and carry out assigned roles. • Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. • Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. (SL.5.1) <p>Applications:</p> <ul style="list-style-type: none"> • Clarify own or group purpose for listening and speaking (e.g., assess a candidate's honesty; analyze and evaluate the motive behind information presented in diverse media and formats), for intentionally not listening or speaking (e.g., not participate in gossip; withhold opinion in order to assess the likely reception of the opinion;) or evaluative purpose (e.g., evaluate the speaker's credibility) • Consider purpose of the speaker and listener and how they may differ (e.g., interest in main points vs. details) • Practice listening to identify point of view • Identify and choose norms for discussion to meet the listening and speaking purpose (e.g., how to take a turn to speak; how to agree and disagree; ways to begin and end a conversation) • Identify words and phrases used for effect or precision to meet listening and speaking purpose in a variety of settings (e.g., classroom, community gatherings, workplace) • Reflect on and use prior knowledge about social, cultural, and situational contexts including appropriate level of formality to aid comprehension (e.g., predict content of classroom interactions and the organization or flow of work-related interactions) • Interact with a variety of unfamiliar speakers (e.g., agency staff or customer service representatives in-person or on the phone) • Predict, learn, build, and use general vocabulary as well as some specialized knowledge and vocabulary related to specific situations including academic, community, or workplace situations • Listen to and repeat new vocabulary and phrases in varied settings and for varied purposes (e.g., TED Talk, presentation, work meeting) • Use language references such as an English dictionary • Determine relevant content from text and digital sources, observations, and experiences in order to predict and address listening and speaking purpose, including details and examples
---	---

	<ul style="list-style-type: none"> • Predict the listener's or speaker's purpose and reaction (e.g., speaker trying to persuade versus inform) • Organize, develop, and record ideas to communicate points or focus listening (e.g., sequence ideas chronologically; listen for main ideas and descriptive details) • Use graphic organizer, notes, questions, discussion, freewriting, journaling, or brainstorming to clarify, remember, and organize thoughts (e.g., compare and contrast chart, cause and effect flowchart, Venn diagram) • Determine style and level of formality appropriate for the situation (e.g., use of <i>can</i> vs. <i>could</i> in forming questions) • Use knowledge of varied U.S. history, cultures, and academic and career contexts • Select from a range of strategies to participate actively in conversation (e.g., invite responses; ask for explanation; take and keep one's turn to speak; interrupt appropriately) • Build and use knowledge to guide participation in daily conversation, academic-, domain-, and career-specific interactions (e.g., understand the difference between real and rhetorical questions; offer an appropriate amount of detail within specific contexts) • Recognize differences in language used and employ appropriate levels of register and social courtesies in academic, formal, and informal interactions • Follow norms for collegial discussions and decision-making • Offer and respond to apologies, praise, constructive criticism, suggestions, advice, or evaluation (e.g., respectfully reject advice on child discipline) • Understand underlying or implicit meanings in some complex types of medium-length conversations with diverse partners • Understand and draw conclusions from moderate-length narratives or explanations • Ask and respond to questions based on several pieces of relevant evidence, ideas, and observations (e.g., form questions and answers using varied digital media resources) • Request and give detailed information or assistance • Respectfully decline to speak • Listen and respond respectfully to diverse perspectives • Select from a range of strategies to monitor comprehension, repair misunderstanding, and enhance listener comprehension: • Check comprehension (e.g., summarize what was heard) • Use a variety of verbal and cultural non-verbal cues (e.g., eye contact; <i>I beg your pardon?</i> <i>Could you please explain that?</i>) to indicate degree of comprehension or comprehension breakdowns • Manage internal and external barriers to comprehension (e.g., one's own emotional state; exhaustion) • Pause at appropriate points to check understanding and assess
--	--

	<p>whether listener's purpose is being met (e.g., whether they're still interested)</p> <ul style="list-style-type: none"> • Request feedback specific to the situation or topic (e.g., <i>Do you agree that ____?</i>) • Clarify meaning (e.g., provide additional or clarifying information, such as describing a job because listener doesn't understand job title) • Adjust vocabulary, pace, volume, eye contact, register, or body language based on listener needs • Demonstrate awareness of how grammar choices affect meaning: <ul style="list-style-type: none"> ○ complex grammar structures (e.g., perfect tenses to express a past event that has present effects; conditional tenses; adjective clauses for specific description; reported speech; gerund vs. infinitive after <i>remember</i> or <i>forget</i>) ○ a variety of sentence types (e.g., compound and complex sentences, those with noun clauses or subordinate clauses) ○ a series of connected sentences, including simple and compound sentences, to make a coherent extended narrative
<p>CCRS Speaking and Listening Anchor 2:</p> <p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Level C Descriptor:</p> <p>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.4.2)</p> <p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2)</p> <p>Applications:</p> <ul style="list-style-type: none"> • Evaluate previous experience and understanding in light of new information, ideas, or perspectives (e.g., change a political or controversial position based on well-researched news story or editorial) • Evaluate how a speaker uses the ideas in a spoken text to support their claim (e.g., selective editing name dropping; citing credible sources; statistics in or out of context) • Listen for and use rhetorical structures (e.g., chronological order, problem/solution) and transition words/phrases (e.g., <i>in addition</i>, <i>instead</i>) to organize and follow presentations • Take notes to aid comprehension and recall to group ideas in ways that address the purpose, such as to show conflicting points of view (e.g., use an outline or graphic organizer, such as a pro/con chart, compare and contrast chart, Venn diagram, mind map, Cornell Notes)

	<ul style="list-style-type: none"> • Use and compare literal and nonliteral meanings to understand figurative language, including similes, metaphors, sarcasm, and idioms used to convey images and ideas
CCRS Speaking and Listening Anchor 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	Level C Descriptor: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (SL.5.3) Applications: <ul style="list-style-type: none"> • Analyze the purpose of and evaluate the perspectives or motives behind information presented in diverse media and oral presentations • Identify when irrelevant evidence is introduced and delineate the soundness of reasoning and the relevance and sufficiency of evidence in a speaker's argument or claim • Understand underlying or implicit meanings in conversations • Use strategies to check comprehension (e.g., summarize what was heard) • Integrate a variety of non-verbal and verbal cues (e.g., eye contact; <i>I beg your pardon? Could you explain that?</i>) to indicate degree of comprehension or to indicate comprehension breakdowns
Presentation of Knowledge and Ideas	
CCRS Speaking and Listening 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.	Level C Descriptor: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (SL.5.4) Applications: <ul style="list-style-type: none"> • Identify and cite specific textual evidence when speaking to support conclusions drawn from the text and to defend spoken arguments • Choose language that expresses ideas consistently, eliminating wordiness and redundancy • Connect a series of sentences, including simple and compound sentences, to make a coherent extended narrative or expository presentation • Give detailed information or assistance • Pause at appropriate points to check understanding and assess whether listener's purpose is being met (e.g., whether they're still interested) • Request feedback specific to the situation or topic (e.g., <i>Do you agree that ___?</i>) • Use strategies to clarify meaning (e.g., provide additional or clarifying information, such as describing a job when the listener doesn't understand a job title)

	<ul style="list-style-type: none"> Adjust vocabulary, pace, volume, eye contact, register, or body language based on listener needs
<p>CCRS Speaking and Listening Anchor 5:</p> <p>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>Level C Descriptor: 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)</p> <p>Applications:</p> <ul style="list-style-type: none"> Select or create diverse media to represent ideas and enhance communication (e.g., chart, poster, video, slides presentation) Organize speaking points or presentations to emphasize the purpose (e.g., inform, persuade, entertain) Build technology skills (e.g, computer, tablet, cell phone) to prepare for oral communication Use digital video meeting platforms (e.g., Zoom; Google Meet; MS Teams) to interact and collaborate Collaborate with others to build digital skills Use the internet to research information and data to support ideas (e.g., search engines, databases, library-curated sites) Create and upload audio and video files Become familiar with digital tools and media (e.g., Microsoft Office, Google Docs, slideshows, Jamboard, YouTube) to present information
<p>CCRS Speaking and Listening Anchor 6:</p> <p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Level C Descriptor: 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. (See Language Anchors 1 and 3.) (SL.4.6)</p> <p>Applications:</p> <ul style="list-style-type: none"> Demonstrate awareness of how grammar choices affect meaning and make appropriate grammar choices: <ul style="list-style-type: none"> complex grammar structures (e.g., perfect tenses to express a past event that has present effect; conditional tenses; adjective clauses for specific description; reported speech; gerund vs. infinitive after <i>remember</i> or <i>forget</i>) a variety of sentence types (e.g., compound and complex sentences; those with noun clauses or subordinate clauses) a series of connected sentences, including simple and compound sentences, to make a coherent extended narrative Acquire, use accurately, and understand a range of general academic and domain-specific words and phrases for listening and speaking at the college and career readiness level (e.g., exit interview, reference materials), such as words on the Academic Word List (AWL) or Tier II Word List

	<ul style="list-style-type: none"> • Understand, select, and use vocabulary to convey precise thoughts and express shades of meaning (e.g., <i>smell</i> vs. <i>scent</i>; <i>I should go</i> vs. <i>I have to go</i>) in a variety of contexts including career and academic contexts: • Use words and ideas learned previously from texts when presenting on topics of interest (e.g., read about an election measure and then watch a political ad for or against that same measure) • Use understanding of word morphology (e.g., prefixes, roots, and suffixes) to determine the meaning of, build, and use new vocabulary (e.g., <i>anti-</i>, <i>cardio-</i>, <i>act-</i>, <i>-cracy</i>, <i>anti-</i>, <i>form</i>, <i>-ness</i>) • Apply familiar word parts to use new words (e.g., <i>system/systemic</i>) • Evaluate and select words appropriate to the level of formality of the context (e.g., <i>buddy</i> vs. <i>colleague</i>) • Understand and use a wide variety of slang, idioms, and colloquialisms appropriate to the context (e.g., <i>come with</i>; <i>let's table that</i>; <i>outside the box</i>) • Use sentence-level context and the context of a whole conversation as a clue to the meaning of a word or phrase • Use transition words/phrases to signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>similarly</i>, <i>in addition</i>) • Examine word use for underlying meanings (e.g., metaphor) • Recognize false cognates from other languages (e.g., <i>ultimately/últimamente</i> - Spanish for <i>lately</i>) • Consult reference materials, both print and digital, to determine the precise meaning and pronunciation of words and phrases • Comprehend and differentiate the pronunciation of a variety of speakers both face-to-face and digitally (e.g., regional dialects; nonstandard varieties of English; non-native pronunciation) • Use academic vocabulary that includes unfamiliar or challenging pronunciation • Recognize where difficulties in distinguishing English sounds in words and phrases are interfering with comprehension • Speak clearly at an acceptable volume and understandable pace • Read text aloud with stress, intonation, and expression that conveys meaning; read aloud to develop fluency (e.g., record and listen to own speech) • Use stress, rhythm, intonation, and pauses to communicate ideas and meaningful thought groups in discussions and presentations; practice appropriate stress and intonation in sentences (e.g., for tone, inflection, sarcasm, irony) • Produce formal speech appropriately for a variety of tasks in varied contexts using correct intonation • Emphasize information and create varied meaning by shifting stress in a sentence (e.g., <i>I didn't call HIM</i> vs. <i>I didn't CALL him</i>)
--	--

	<ul style="list-style-type: none"> • Use appropriate stress in a range of domain-specific, and academic words; produce different meanings depending upon word stress (e.g., <i>perMIT</i> [v.] vs. <i>PERmit</i> [n.] • Use a variety of reference tools (e.g., dictionaries, glossaries) to determine correct stress • Set and monitor progress on learning goals
--	---

Language Standards: Level C

The [Glossary](#) contains a key to the citations (e.g., L.4.1) listed in the level descriptors.

Note: The Anchor, Descriptor and Applications are addressed to the student. The instructor's role is to provide opportunities for the student to meet the exit standard.

Conventions of Standard English

<p>CCRS Language Anchor 1:</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Level C Descriptor:</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. • Use relative pronouns (<i>who</i>, <i>whose</i>, <i>whom</i>, <i>which</i>, <i>that</i>) and relative adverbs (<i>where</i>, <i>when</i>, <i>why</i>). • Form and use the progressive (e.g., <i>I was walking</i>; <i>I am walking</i>; <i>I will be walking</i>) verb tenses. • Use modal auxiliaries (e.g., <i>can</i>, <i>may</i>, <i>must</i>) to convey various conditions. • Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses. • Use verb tense to convey various times, sequences, states, and conditions. • Recognize and correct inappropriate shifts in verb tense. • Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). • Form and use prepositional phrases. • Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>). • Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. • Correctly use frequently confused words (e.g., <i>to</i>; <i>too</i>; <i>two</i>; <i>there</i>; <i>their</i>). (L.4.1 and 5.1 merge)
<p>CCRS Language Anchor 2:</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Level C Descriptor:</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use correct capitalization. • Use commas and quotation marks to mark direct speech and quotations from a text. • Use punctuation to separate items in a series. • Use a comma to separate an introductory element from the rest

	<p>of the sentence.</p> <ul style="list-style-type: none"> • Use a comma to set off the words yes and no (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>). • Use underlining, quotation marks, or italics to indicate titles of works. • Use a comma before a coordinating conjunction in a compound sentence. • Spell grade-appropriate words correctly, consulting references as needed. (L.4.2 and 5.2 merge)
Knowledge of Language	
<p>CCRS Language Anchor 3:</p> <p>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.</p>	<p>Level C Descriptor:</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • Choose words and phrases to convey ideas precisely. • Choose punctuation for effect. • Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion). • Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. • Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. (L.4.3 and 5.3 merge)
Vocabulary Acquisition and Use	
<p>CCRS Language Anchor 4:</p> <p>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>Level C Descriptor:</p> <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"> • 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. • 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>). • 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>CCRS Language Anchor 5:</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in</p>	<p>Level C Descriptor:</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • Interpret figurative language, including similes and metaphors, in context.

word meanings.	<ul style="list-style-type: none"> • Recognize and explain the meaning of common idioms, adages, and proverbs. • Use the relationship between particular words (e.g., synonyms, antonyms, homonyms) to better understand each of the words. (L.5.5)
<p>CCRS Language Anchor 6:</p> <p>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>Level C Descriptor:</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)

Level D Single-Level Views: Reading, Writing, Speaking & Listening, and Language

The OACCRS single-level views include **Applications** which are not included in the CCRS. Most of the applications originated in the OALS. They offer options and suggestions for Anchor descriptor activities but are not exclusive or comprehensive.

Reading Standards: Level D

The [Glossary](#) contains a key to the citations (e.g., RI.7.1) listed in the level descriptors.

Note: The Anchor, Descriptor and Applications are addressed to the student. The instructor's role is to provide opportunities for the student to meet the exit standard.

Close Reading and Evidence

CCRS 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.

(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)

Level D Descriptor:

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)

Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1)

Cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1)

Applications:

- Identify how facts/ideas are organized (e.g., by looking for common text structures; by attending to signal words)
- Cite strong and thorough textual evidence to support analysis of specific text information and inferences
- Break long sentences into phrases to determine their meaning
- Mark texts and/or make notes; organize notes and/or make own graphic organizer/text map
- Discuss with others

Development of Central Ideas

CCRS Reading 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 Reading Anchor 10.)

Level D Descriptor:

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)

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)

Applications:

- Scan and skim to understand main ideas
- Ask and answer higher-order questions to guide/assess reading (e.g., *Why did the author choose this data? How does this support the author's claims?*)
- Break long sentences into phrases and think about their meaning

	<ul style="list-style-type: none"> • Mark texts and/or make notes • Organize notes and/or make own graphic organizer/text map • Write a summary to check understanding of what the text states explicitly • Discuss with others • Analyze specific details, including how they are related to each other and/or to the main/central idea • Determine, analyze, and summarize the author's central idea and major points (over multiple paragraphs/pages) • Cite strong and thorough textual evidence to support analysis of specific text information and inferences
Interactions	
<p>CCRS Reading Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p><i>(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)</i></p>	<p>Level D Descriptor: 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> <p>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> <p>Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (RST.6-8.3)</p> <p>Applications:</p> <ul style="list-style-type: none"> • Scan and skim for key words/terms • Ask and answer higher-order questions to guide/assess reading (e.g., <i>How is this event impacted by previous events described in the text?</i>) • Mark texts and/or make notes • Organize notes and/or make own graphic organizer/text map • Discuss with others • Locate and interpret information in complex tables, graphs, and diagrams • Determine, analyze, and summarize the stated and/or implied main idea of a paragraph and the details/evidence used to develop it • Determine, analyze, and summarize the author's central idea and major points (over multiple paragraphs/pages) • Analyze specific details, including how they are related to each other and/or to the main/central idea • Combine, compare, contrast, and/or critique ideas, events, people, arguments or themes in the text (e.g., discuss the effect of genre on how the theme of prejudice is developed in an essay)

Vocabulary

CCR 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.

(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)

Level D Descriptor:

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)

Applications:

- Apply meanings of terms, sometimes nuanced, related to academic or work topics (e.g., math, social studies, science, literature, and/or occupational terms)
- Interpret idioms, expressions, and/or collocations (e.g., *the jury is still out*; *in conclusion*; *auspicious occasion*)
- Recognize and apply meanings of a range of roots, prefixes, and suffixes (e.g., *phil-*; *carn-*; *chron-*; *hyper-*; *counter-*; *-ify*; *-cracy*; *-wise*)
- Distinguish between connotative and denotative meanings (e.g., *a cheap person* vs. *a thrifty person*)
- Use context to determine word meanings
- Use a college dictionary or thesaurus, identifying the appropriate definition and/or using etymological information
- Locate, name, interpret, and critique the use of descriptive and figurative language and literary techniques (e.g., symbolism; metaphors; foreshadowing)
- Provide textual evidence for how cultural, personal, and/or historical events influence the author's word choice

Text Structure

CCRS Reading 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 Reading Anchor 10.)

Level D Descriptor:

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)

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)

Applications:

- Use text format and features (e.g., titles; headings; sub-headings)
- Identify how facts/ideas are organized (e.g., by looking for common text structures; by attending to signal words)
- Scan and skim
- Ask and answer higher-order questions to guide/assess reading (e.g., *Why did the author present ideas in this order?*)
- Mark texts and/or make notes
- Organize notes and/or make own graphic organizer/text map
- Discuss with others
- Locate and interpret information in complex tables, graphs, and diagrams

	<ul style="list-style-type: none"> ● Locate specific information in a lengthy or dense source (e.g., on the Internet; in a textbook or training manual)
Purpose and Point of View	
<p>CCRS Reading Anchor 6:</p> <p>Assess how point of view or purpose shapes the content and style of a text.</p> <p><i>(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)</i></p>	<p>Level D Descriptor:</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>Applications:</p> <ul style="list-style-type: none"> ● Make predictions or ask questions based on prior knowledge about text type, literary genre, topic, and/or reading situation ● Identify the author's intended audience ● Ask and answer higher-order questions to guide/assess reading (e.g., <i>Why is the author presenting this idea right now? Why did the author choose this data?</i>) ● Discuss reasons that political or other cartoons are placed in articles or textbooks ● 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) ● Assess how the author's purpose affected decisions about the type of presentation to use (e.g., article vs. editorial; poem vs. story) ● Cite textual evidence to determine the author's tone or the mood of the text ● Cite evidence to assess how the cultural, personal and/or historical events influence the writing

Multimedia Content	
<p>CCRS Reading Anchor 7:</p> <p>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p><i>(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)</i></p>	<p>Level D Descriptor:</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>Applications:</p> <ul style="list-style-type: none"> ● Use complex functional texts/documents (e.g., simple wills; voter eligibility materials) and complex forms, tables, graphs, diagrams, and maps (e.g., organizational diagram for a workplace; census charts; climate maps) ● Read political cartoons depicting current people or events, and

	<p>explain how it relates to an article or news story</p> <ul style="list-style-type: none"> • Explain how a graph relates to the information presented in written form • Use complex digital texts (e.g., dense web pages/sites; online reports) • Select appropriate print and digital text, specifying how the text addresses the reader's goal (e.g., by considering writing style, text features or supports, familiarity with source/ author, appropriateness of text type) • Scan and skim • Make inferences using textual and graphic evidence • Mark texts and/or make notes • Organize notes and/or make a graphic organizer/text map • Describe connection between illustrations and textual details in discussion with others
--	---

Tracing the Argument

CCRS 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.

(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)

Level D Descriptor:

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)

Applications:

- Determine, analyze, and summarize the stated and/or implied main idea of a paragraph and the details/evidence used to develop it
- Determine, analyze, and summarize the author's central idea and major points (over multiple paragraphs/pages)
- Analyze specific details, including how they are related to each other and/or to the main/central idea
- Evaluate the reliability, accuracy, and sufficiency of information, claims, or arguments (e.g., investigate the possible biases of author/publisher/website; identify techniques such as manipulation of graphs/visuals or ad hominem attacks, confirm with another source)
- Cite strong and thorough textual evidence to support analysis of specific text information and inferences

Comparing Two or More Texts

CCRS Reading 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.

(Apply this standard to texts of

Level D Descriptor:

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)

Applications:

- Determine, analyze, and summarize the authors' stated and/or implied main ideas and the details/evidence used to develop

<i>appropriate complexity as outlined by Reading Anchor 10.)</i>	<p>them</p> <ul style="list-style-type: none"> Analyze specific details, including how they are related to each other and/or to the main/central idea Evaluate the reliability, accuracy, and sufficiency of information, claims, or arguments (e.g., by investigating the biases of author/publisher/website; identifying techniques such as manipulation of graphs/visuals, ad hominem attacks, straw man; confirming with another source) in texts Use textual evidence to explain reasoning Combine, compare, contrast, and/or critique ideas, events, people, arguments or themes in different texts (e.g., discuss how the theme of prejudice is developed in a primary source vs. a secondary source)
--	--

Range of Reading and Level of Text Complexity

CCRS Reading Anchor 10: Read and comprehend complex literary and informational texts independently and proficiently.	Associated Quantitative Measures of Text Complexity for Level D:	
	Common Core Band	6th – 8th
	ATOS	7.0 – 9.98
	Degrees of Reading Power®	57 – 67
	Flesch-Kincaid	6.51 – 10.34
	The Lexile Framework®	925 – 1185
	Reading Maturity	7.04 – 9.57
	SourceRater	4.11 – 10.66
	CASAS Reading GOALS 2 Scale Scores	NRS Level 4: 228 – 238

Writing Standards: Level D

The [Glossary](#) contains a key to the citations (e.g., W.7.1) listed in the level descriptors.

Note: The Anchor, Descriptor and Applications are addressed to the student. The instructor's role is to provide opportunities for the student to meet the exit standard.

Text Types and Purposes

CCRS Writing Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Level D Descriptor:	
	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. 	

	<ul style="list-style-type: none"> • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the argument presented. (W.7.1)
CCRS Writing Anchor 2: Write informative and explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Level D Descriptor: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (This includes the narration of historical events, scientific procedures/experiments, or technical processes.) <ul style="list-style-type: none"> • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts; tables), and multimedia when useful to aiding comprehension. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. • Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the information or explanation presented. (W/WHST.6-8.2)
CCRS Writing Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.	Level D Descriptor: Students' narrative skills continue to grow in this level as students work to incorporate narrative elements effectively into their arguments and informative/explanatory texts.

Production and Distribution of Writing

CCRS Writing Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Level D Descriptor: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W/WHST.6-8.4) Applications: <ul style="list-style-type: none"> • Consider how purpose and audience will affect content, word choice, length and level of detail, formality, and organization of the text • Use models of varied rhetorical forms (e.g., argument, description, analysis) • Make a detailed outline to expand or narrow the focus of the text • Practice with models to prepare for high-stakes purposes, such
---	---

	<p>as timed high school equivalency or college entrance exams</p> <ul style="list-style-type: none"> • Write a paragraph focused on a stated or implied main idea, with multiple details or evidence to support it, and a concluding sentence • Introduce claims, acknowledge alternate or opposing claims, and organize the reasons and evidence logically • Support claims with logical reasoning and relevant evidence, using accurate, credible sources • Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, reasons, and evidence • Provide a concluding statement or section that follows from and supports the argument presented • Select the form of media that will most effectively deliver one's message • Use varied types of phrases (noun; verb; adjectival; adverbial; participial; prepositional; absolute) • Use varied types of clauses (independent, dependent, noun, relative, adverbial) • Use a variety of sentence types, including compound and complex sentences, to construct text that is well-connected and flows throughout • Demonstrate awareness of how grammar choices affect meaning (e.g., conditional vs. subjunctive) • Communicate with reader in an authentic and engaging manner • Use words and punctuation for effect • Use style techniques to create an effect (e.g., hyperbole, alliteration, symbolism) • Demonstrate fidelity to the subject/message
<p>CCRS Writing Anchor 5:</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>Level D Descriptor:</p> <p>With some guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of the Language Anchors 1–3 at this level.) (W/WHST.68.5)</p> <p>Applications:</p> <ul style="list-style-type: none"> • Consider how purpose and audience will affect content, word choice, length and level of detail, formality, and organization of the text • Identify how the purpose of the reader relates to own purpose for writing, and how or whether to adjust (e.g., employer asks for cover letter that describes past three jobs, but you want to focus on your most impressive experience) • Use formatting (e.g., highlighted text, insets) and graphics (e.g., charts; tables) to enhance text • Determine relevant content for addressing writing purpose (e.g., sufficient specific and relevant facts; valid reasons; concrete details and examples to support a thesis)

	<ul style="list-style-type: none"> • Analyze what you know about writing in this situation or genre (e.g., the characteristics of a letter to the editor that gets published) • Use graphic organizers suited to specific text types/genres (e.g., a Venn diagram is best suited to a comparison/contrast text structure) • Use models of varied rhetorical forms (e.g., argument; description; analysis) • Make a detailed outline to expand or narrow the focus of the text • Use varied types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) • Use varied types of clauses (independent, dependent; noun, relative, adverbial) • Use a variety of sentence types, including compound and complex sentences, to construct text that is well-connected and flows throughout • Demonstrate awareness of how grammar choices affect meaning (e.g., conditional vs. subjunctive) • Use vocabulary specific to an academic discipline or vocation (e.g., <i>chromosome band</i>; <i>axis of a weld</i>) • Use context to determine when to use slang, idioms, and colloquialisms appropriately • Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>; <i>believed</i>; <i>suspected</i>; <i>heard</i>; <i>wondered</i>) • Express richness through style, tone and voice that is appropriate to purpose • Use register and tone appropriate to the formality or seriousness of the situation, an understanding of academic expectations, and the relationship between writer and reader • Perform multiple rereadings of one's own text to improve the fidelity to purpose, clarity, a sense of voice, reasoning, thoroughness, and consideration of audience • Choose from a wide range of strategies to give and receive feedback • Add detail and textual evidence to support logical argument to meet academic and workplace standards • Delete irrelevant or redundant information • Revise for clarity to strengthen argument, elaborate points, or improve examples • Review word choice to enhance description, improve accuracy, and avoid repetition • Combine and/or rearrange sentences as needed to add coherence
--	---

<p>CCRS Writing Anchor 6:</p> <p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>Level D Descriptor:</p> <p>Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (W.7.6)</p> <p>Applications:</p> <ul style="list-style-type: none"> • Use digital video meeting platforms (e.g., Zoom; Google Meet; MS Teams) to interact, get feedback, and collaborate • Collaborate with others to build digital skills • Use digital tools and media (e.g., Microsoft Office, Google Docs, slideshows, Jamboard) to present information • Use the internet to research information and data to support ideas (e.g., search engines, databases, library-curated sites) • Upload text files • Use visuals (e.g., illustrations, graphics, charts) to enhance the text
---	--

Research to Build and Present Knowledge

<p>CCRS Writing Anchor 7:</p> <p>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>Level D Descriptor:</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>Applications:</p> <ul style="list-style-type: none"> • Determine specific purposes (e.g., to make an argument, to defend a hypothesis) for writing • Discuss information and ideas gleaned from diverse sources, including academic lectures or texts • Journal, freewrite, or take notes from a book to explore one's understanding of a topic and identify questions to answer • Read, analyze, and evaluate information from print, audio, and digital sources to build knowledge • Make notes of ideas, references, and/or data to cite or quote • Make a detailed outline to expand or narrow the focus of the text • Conduct short research projects to answer a question, using search terms effectively and assessing the usefulness and credibility of each resource in answering the question • Quote or paraphrase the data and conclusions of others while avoiding plagiarism
<p>CCRS Writing Anchor 8:</p> <p>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>Level D Descriptor:</p> <p>Gather relevant information from multiple print and digital sources, using search terms effectively, assess the credibility and accuracy of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W/WHST.6-8.8)</p> <p>Applications:</p>

	<ul style="list-style-type: none"> • Discuss information and ideas gleaned from diverse sources, including academic lectures or texts • Journal, freewrite, or take notes from a book to explore one's understanding of a topic, and identify questions to answer • Read, analyze and evaluate information from print, audio, and digital sources to build knowledge • Determine relevant content for addressing writing purpose (e.g., sufficient specific and relevant facts; valid reasons; concrete details and examples to support a thesis) • Make notes of ideas, references, and/or data to cite or quote • Check that information is accurate and sources are credible • Conduct short research projects to answer a question, using search terms effectively and assessing the usefulness and credibility of each resource in answering the question • Support claims with logical reasoning and relevant evidence, using accurate, credible sources • Use strategies to avoid plagiarism (e.g., synonyms, paraphrasing, word forms, quotes from sources, reported speech, citations)
--	--

<p>CCRS Writing Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><i>(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)</i></p>	<p>Level D Descriptor: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> • Apply Reading Anchors from this level to literature (e.g., 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). • Apply Reading Anchors from this level to literary nonfiction (e.g., analyze how a text makes connections among and distinctions between individuals' ideas or events). (W/WHST.6-8.9) <p>Applications:</p> <ul style="list-style-type: none"> • Discuss information and ideas gleaned from diverse sources, including academic lectures or texts • Journal, freewrite, or take notes from a book to explore one's understanding of a topic and identify questions to answer • Read, analyze and evaluate information from print, audio, and digital sources to build knowledge • Make notes of ideas, references, and/or data to cite or quote • Check that information is accurate and sources are credible • Quote or paraphrase the data and conclusions of others while avoiding plagiarism
---	--

Range of Writing

<p>CCSS Writing Anchor 10: Write routinely over extended</p>	<p>Level D Descriptor: <i>There is no descriptor for this level.</i></p>
---	---

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 and Listening Standards: Level D

The [Glossary](#) contains a key to the citations listed in the level descriptors.

Note: The Anchor, Descriptor and Applications are addressed to the student. The instructor's role is to provide opportunities for the student to meet the exit standard.

Comprehension and Collaboration

CCRS 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.

Level D Descriptor:

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.

- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.
- Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (SL.8.1)

Applications:

- Clarify and revise own or group purpose for listening and speaking in light of the purpose of others in the exchange (e.g., change the expectation that you will hear certain information; plan to shorten story for listener with limited time; analyze and evaluate the personal, social, commercial, or political motive behind information presented in diverse media and formats)
- Consider purpose of the speaker and listener and how they may differ (e.g., interest in seeking agreement or not; providing evidence or express preference)
- Identify and choose among cultural norms for discussion to meet the speaking purpose (e.g., how to take a turn to speak; how to agree and disagree; ways to begin and end a conversation)
- Identify and use words and phrases for effect or precision to meet speaking purpose in different settings (e.g., college classroom, workplace meetings)

	<ul style="list-style-type: none"> ● Reflect on and use prior knowledge about the social, cultural, and situational contexts including appropriate level of formality to aid comprehension (e.g., predict content of a workplace training) ● Build and draw on academic or specialized knowledge (including vocabulary) related to work and education ● Determine relevant content from text and digital sources, observations, experiences, and interests to predict, address, and evaluate listening and speaking purpose (e.g., include sufficient specific and relevant facts and examples from varied sources to support a thesis) ● Predict, learn, and use general vocabulary as well as some specialized terms common in specific situations including academic or workplace situations ● Use language references such as an English dictionary, thesaurus, and online tools ● Predict and discuss content of varied presentations, films/videos, presentations, or literature, which include alternative perspectives (e.g., cultural viewpoints) ● Use graphic organizers, notes, questions, discussion, freewriting, journaling, or brainstorming to clarify, remember, and organize thoughts (e.g., cause and effect chart, Venn diagram); and/or to summarize information. ● Determine style and level of formality appropriate for the situation (e.g., <i>Would you be able to attend on Friday?</i> vs. <i>Can you come on Friday?</i>) ● Select from a wide range of strategies to participate actively in conversation (e.g., changing topic; taking and keeping one's turn to speak; encouraging the participation of others) ● Build and use knowledge to guide participation in academic-, domain-, and career-specific interactions (e.g., understand euphemisms around situationally appropriate use of humor or taboo subjects and language) ● Use knowledge of formal and informal language, pace, and tone to understand or communicate the formality or seriousness of the situation and the relationship between speakers ● Work with peers to set norms/guidelines for collegial discussions and decision-making ● Make intentional communication choices based on an understanding of cultural, situational, and academic expectations ● Given a specific situation, speak persuasively, listen actively, negotiate options, and reach resolution (e.g., negotiate the topic and tasks for a class project) ● Follow and contribute to extended discussions that require some synthesis, analysis, or evaluation of ideas; carry out, comprehend, and respond to a variety of complex communication tasks with diverse partners
--	--

	<ul style="list-style-type: none"> • Given a controversial topic, state own opinion, clarify reasons for opinion, and respond to others' opinions (e.g., benefits or risks of artificial intelligence; candidates for president) • Follow norms such as taking turns • Listen and respond respectfully to diverse perspectives by connecting presented and/or new ideas • Use strategies to check comprehension • Manage internal and external barriers to comprehension (e.g., one's internal bias) • Pause to create opportunities for listener(s) to check their understanding • Request feedback specific to the situation or topic (e.g., <i>Is my example clear?</i>) • Use strategies to clarify meaning (e.g., embed definitions of specialized terms in presentations or trainings) • Adjust vocabulary, pace, volume, eye contact, register, or body language based on listener needs • Recognize and use knowledge of complex grammar and common/uncommon/formal usage as needed and in context: <ul style="list-style-type: none"> ○ complex grammar structures (e.g., perfect continuous tense to express a past event that is presently ongoing; passive constructions for when the agent is implied or not needed; embedded questions; adjective clauses for specific description) ○ a variety of sentence types (e.g., compound and complex sentences; those with embedded questions or relative clauses; direct and indirect questions) • Demonstrate awareness of how grammar choices affect meaning (e.g., passive vs. active verbs) and make grammar choices that are appropriate to purpose and formality of the task and that reflect nuances or shades of meaning • Use appropriate standard or colloquial grammar in a variety of contexts; understand the contextual use of standard vs. colloquial grammar (e.g., <i>It doesn't work.</i> vs. <i>It don't work.</i>)
<p>CCRS Speaking and Listening Anchor 2:</p> <p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Level D Descriptor:</p> <p>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. (SL.8.2)</p> <p>Applications:</p> <ul style="list-style-type: none"> • Synthesize and interpret what was stated, considering how it relates to previous experience • Identify main idea, supporting claims, ideas, and details as well as relationships between these components • Evaluate usefulness and relevance of ideas or information to the listening purpose; apply evidence based reasoning to connect source material to both work and academic contexts

	<ul style="list-style-type: none"> • Evaluate the perspective of the speaker and accuracy of information presented (e.g., by analyzing word choice; what has not been said) • Analyze the way the style, structure, and rhetorical devices of a presentation meet the purpose • Determine and use note-taking strategies and tools appropriate to the purpose (e.g., use an outline or graphic organizer, such as a pro/con chart, compare and contrast chart, Venn diagram, mind map, Cornell Notes) • Use and compare literal and nonliteral meanings to understand figurative language, including similes, metaphors, and idioms that convey images and ideas
CCRS Speaking and Listening Anchor 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	Level D Descriptor: 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. (SL.8.3) Applications: <ul style="list-style-type: none"> • Analyze the purpose of and evaluate the perspectives or motives behind information presented in diverse media and oral presentations in order to make decisions and solve problems • Evaluate a speaker's point of view, tone, premises, reasoning, links among ideas, points of emphasis, and/or use of evidence • Use strategies to check comprehension • Manage internal and external barriers to comprehension (e.g., one's prejudices) • Evaluate others' presentations based on rubrics and additional measures • Practice listening for stated and unstated conclusions
Presentation of Knowledge and Ideas	
CCRS Speaking and Listening 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.	Level D Descriptor: 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. (SL.8.4) Applications: <ul style="list-style-type: none"> • Cite specific textual evidence when speaking to support conclusions drawn from texts; cite concrete examples or arguments before citing abstract ones • Organize presentations with an effective introduction and conclusion that emphasize the presentation's purpose • Use a detailed outline or graphic organizer to create organization that enhances the appeal to the audience and is appropriate to the purpose (e.g., persuasion, cause and effect) • Select or create diverse media to add interest and impact to presentations

	<ul style="list-style-type: none"> • Give complex instructions to perform a specific role, answer difficult questions or solve challenging problems (e.g., describing long- and short-term goal setting) • Given a specific situation, speak persuasively, negotiate options, and reach resolution (e.g., negotiate the topic and tasks for a class project) • Contribute synthesis, analysis, or evaluation of ideas in discussions • Given a controversial topic, state own opinion and clarify reasons for opinion (e.g., role of various media in forming public opinion; candidates for president) • Pause to create opportunities for listener(s) to check their understanding • Request feedback specific to the situation or topic (e.g., <i>Is that example clear?</i>) • Use strategies to clarify meaning (e.g., embed definitions of specialized terms in presentations or trainings) • Adjust vocabulary, pace, volume, eye contact, register, or body language based on listener needs • Rehearse speaking tasks with others (e.g., interviews, reading aloud)
CCRS Speaking and Listening Anchor 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	Level D Descriptor: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (SL.8.5) Applications: <ul style="list-style-type: none"> • Select or create diverse media to add interest and impact to presentations and create effective visual representation to enhance clarity (e.g., chart, poster, video, slides presentation) • Organize presentations with an effective introduction and conclusion that emphasize the presentation's purpose • Use a detailed outline or graphic organizer to create organization that enhances the appeal to the audience and is appropriate to the purpose (e.g., persuasion, cause and effect) • Build technology skills (e.g., computer, tablet, cell phone) to prepare for oral communication • Use digital video meeting platforms (e.g., Zoom; Google Meet; MS Teams) to interact and collaborate • Collaborate with others to build digital skills • Use the internet to research information and data to support ideas (e.g., search engines; databases; library-curated sites) • Create and upload audio and video files • Become familiar with digital tools and media (e.g., Microsoft Office; Google Docs; slideshows; Jamboard; YouTube) to present information
CCRS Speaking and Listening Anchor 6:	Level D Descriptor: Adapt speech to a variety of contexts and tasks, demonstrating command

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

of formal English when indicated or appropriate. (See Language Anchors 1 and 3 for specific expectations.) (SL.8.6)

Applications:

- Use knowledge of complex grammar and common/uncommon/formal usage as needed and in context:
 - complex grammar structures (e.g., perfect continuous tense to express a past event that is presently ongoing; passive constructions for when the agent is implied or not needed; embedded questions; adjective clauses for specific description)
 - a variety of sentence types (e.g., compound and complex sentences; those with embedded questions or relative clauses, direct or indirect questions)
- Demonstrate awareness of how grammar choices affect meaning (e.g., passive vs. active verbs) and make grammar choices that are appropriate to purpose and formality of the task and that reflect nuances or shades of meaning
- Use appropriate standard or colloquial grammar in a variety of contexts; understand the contextual use of standard vs. colloquial grammar (e.g., *It doesn't work.* vs. *It don't work.*)
- Use strategies to build, understand, and use vocabulary that includes words needed for some specialized, abstract, career-specific, and/or academic topics:
- Acquire, use accurately, and understand a range of general academic and domain-specific words and phrases for listening and speaking at the college and career readiness level (e.g., professional development; contribution), such as words on the Academic Word List ([AWL](#)) or Tier II Word List
- Learn and draw from a broad vocabulary, including synonyms and vocabulary that express shades of meaning in a variety of contexts including career and academic contexts (e.g., *colleague* vs. *coworker*)
- Recognize and use words and ideas learned previously from texts when listening to or presenting on topics of interest (e.g., read about employee benefits online and then listen to a presentation on employee benefits; ask questions for clarification)
- Use understanding of word morphology (e.g., prefixes, roots, and suffixes) to determine and build meaning of specialized, academic, or abstract vocabulary (e.g., *pseudo-*, *-cracy*, *quasi-*, *lect-*)
- Apply familiar word parts to use new words (e.g., *negotiate/negotiable*)
- Evaluate and select words appropriate to the level of formality of the context (e.g., *boss* vs. *supervisor*)
- Understand and use a wide variety of slang, idioms, and colloquialisms appropriate to the context (e.g., *devil's advocate*; *cut to the chase*)
- Use word choice to communicate point of view (e.g., *claim* vs. *say*; *terrorist* vs. *revolutionary*)

	<ul style="list-style-type: none"> • Use sentence-level context and the context of a whole conversation as clues to the meaning of a word or phrase • Use transition words/phrases to signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>) • Examine word use for underlying or implied meanings (e.g., metaphor, irony, sarcasm) • Consult academic reference materials, both print and digital, to clarify and determine the precise meaning and pronunciation of words and phrases and their usage • Comprehend and differentiate the pronunciation of a variety of speakers both face-to-face and digitally (e.g., regional dialects; nonstandard varieties of English; non-native pronunciation) • Use academic and/or workplace vocabulary that includes problematic sounds • Write what is heard and check the word possibilities later (e.g., using a print or digital dictionary) • Recognize where difficulties in hearing and distinguishing English sounds are interfering with effective comprehension • Speak clearly at an acceptable volume and understandable pace • Use stress, rhythm, and intonation to convey emphasis, nuance, emotion, and implied meaning (e.g., humor, excitement, skepticism) in a variety of situations • Use appropriate stress in a range of domain-specific, academic words • Stress the appropriate syllable in longer, multisyllabic words (e.g., <i>availaBILity</i>) • Use stress, rhythm, and pauses to understand and communicate meaningful thought groups in discussion and presentations • Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate; use intonation to indicate formality • Use online, electronic, and paper-based reference tools such as dictionaries and glossaries to determine correct stress • Teach or explain learning to others (e.g., learner presentations of concepts studied in class) • Revisit, evaluate, and revise learning goals
--	--

Language Standards: Level D

The [Glossary](#) contains a key to the citations (e.g., L.6.1) listed in the level descriptors.

Note: The Anchor, Descriptor and Applications are addressed to the student. The instructor's role is to provide opportunities for the student to meet the exit standard.

Conventions of Standard English

CCRS Language Anchor 1:
Demonstrate command of the conventions of standard English

Level D Descriptor:
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

grammar and usage when writing or speaking.	<ul style="list-style-type: none"> • Ensure that pronouns are in the proper case (subjective, objective, possessive). • Use intensive pronouns. • Recognize and correct inappropriate shifts in pronoun number and person. • Recognize and correct vague or unclear pronouns. • Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. • Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. • Form and use verbs in the active and passive voice. • Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. • Recognize and correct inappropriate shifts in verb voice and mood. • Explain the function of phrases and clauses in general and their function in specific sentences. • Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. • Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. (L.6.1 through 8.1 merge)
---	--

CCRS Language Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Level D Descriptor: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> • Use punctuation (commas, parentheses, ellipsis, dashes) to set off nonrestrictive/parenthetical elements. • 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>). • Use an ellipsis to indicate an omission. • Spell correctly. (L.6.2 through 8.2 merge)
--	---

Knowledge of Language

CCRS Language 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.	Level D Descriptor: Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> • Vary sentence patterns for meaning, reader/listener interest, and style. • Maintain consistency in style and tone. • Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (L.6.3 and 7.3 merge)
---	---

Vocabulary Acquisition and Use

CCRS 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.

Level D Descriptor:

Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

- 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.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*; *auditory*; *audible*).
- 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.
- 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)

CCRS Language Anchor 5:

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Level D Descriptor:

There is no descriptor for this level.

CCRS 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 a word or phrase important to comprehension or expression.

Level D Descriptor:

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)

Level E Single-Level Views: Reading, Writing, Speaking & Listening, and Language

The OACCRS single-level views include **Applications** which are not included in the CCRS. Most of the applications originated in the OALS. They offer options and suggestions for Anchor descriptor activities but are not exclusive or comprehensive.

Reading Standards: Level E

The [Glossary](#) contains a key to the citations (e.g., RI.7.1) listed in the level descriptors.

Note: The Anchor, Descriptor and Applications are addressed to the student. The instructor's role is to provide opportunities for the student to meet the exit standard.

Close Reading and Evidence	
CCRS 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. <i>(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)</i>	Level E Descriptor: 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.7.1) <ul style="list-style-type: none">• 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)• 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) Applications: <ul style="list-style-type: none">• Identify how facts/ideas are organized (e.g., by looking for common text structures; by attending to signal words)• Scan/skim• Ask and answer higher-order questions to guide/ assess reading (e.g., <i>Why does the author present their ideas in this sequence? How does the evidence support the argument?</i>)• Break long sentences into phrases to determine their meaning• Mark texts and/or make notes• Evaluate the reliability, accuracy, and sufficiency of information, claims, or arguments (e.g., investigating the source and associated biases; identifying fallacious arguments; confirming with another source)• Cite strong and thorough evidence to support analysis of specific details, including how they are related to each other and/or to a main/central idea

Development of Central Ideas	
CCRS Reading Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and	Level E Descriptor: 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>ideas.</p> <p><i>(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)</i></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> <p>Applications:</p> <ul style="list-style-type: none"> • Preview key sections of the text (e.g., advance organizers; headings/subheadings; first/last paragraphs; first/last sentences of paragraphs) • Identify how facts/ideas are organized (e.g., by looking for common text structures; by attending to signal words) • Ask and answer higher-order questions to guide/assess reading (e.g., <i>Why does the author present their ideas in this sequence? How does the evidence support the argument?</i>) • Break long sentences into phrases to determine meaning • Mark texts and/or make notes • Cite strong and thorough evidence to support analysis of specific details, including how they are related to each other and/or to a main/central idea • Determine, analyze, and summarize the stated and/or implied main idea of a paragraph and the details/evidence used to develop it
--	--

Interactions

<p>CCRS Reading Anchor 3:</p> <p>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p><i>(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)</i></p>	<p>Level E Descriptor:</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> <p>Applications:</p> <ul style="list-style-type: none"> • Scan and skim • Ask and answer higher-order questions to guide/assess reading (e.g., How does this step in the procedure impact subsequent steps?) • Make inferences using textual evidence • Break long sentences into phrases and think about their meaning • Mark texts and/or make notes • Determine, analyze, and summarize one or more central ideas (over multiple paragraphs/pages) and their major points and connections • Analyze specific details, including how they are related to each other and/or to a main/central idea
---	---

	<ul style="list-style-type: none"> Follow complex, multistep directions, integrating written and graphic information (e.g., registering for college courses; applying for financial aid; following directions specific to career training) Combine, compare, and/or contrast ideas, arguments, or themes across a text
--	--

Vocabulary

CCRS 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.

(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)

Level E Descriptor:

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)

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)

Applications:

- Apply meanings of terms and abbreviations related to a range of academic or work topics (e.g., math, social studies, science, literature, and/or occupational terms; i.e.; a.k.a.; GDP for gross domestic product)
- 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)
- Interpret idioms, expressions, and/or collocations (e.g., *short circuit*; *economic downturn*; *form a hypothesis*)
- Apply meanings of a range of roots, prefixes, and suffixes (e.g., *frater-*; *domin-*; *magni-*; *omni-*; *-acious*; *-ulent*)
- Distinguish between connotative and denotative meanings (e.g., *critical as examining carefully* vs. *negative input*)
- Use context to determine word meanings
- Use a college dictionary or thesaurus, identifying the appropriate definition and/or using etymological information
- Assess how the author's purpose affected decisions about word and phrasing choices
- Provide textual evidence to describe the author's tone or the mood of the text
- Provide textual evidence for how cultural, personal and/or historical events influence the author's word choice

Text Structure

<p>CCRS Reading Anchor 5:</p> <p>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.</p> <p><i>(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)</i></p>	<p>Level E Descriptor:</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> <p>Applications:</p> <ul style="list-style-type: none"> • Use text format and features (e.g., search engines; drop-down menus; indices; advance organizers) • Identify how facts/ideas are organized (e.g., by looking for common text structures; by attending to signal words) • Ask and answer higher-order questions related to text structure
<p>Purpose and Point of View</p>	
<p>CCRS Reading Anchor 6:</p> <p>Assess how point of view or purpose shapes the content and style of a text.</p> <p><i>(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)</i></p>	<p>Level E Descriptor:</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> <p>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> <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., <i>satire</i>, <i>sarcasm</i>, <i>irony</i>, or <i>understatement</i>). (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> <p>Applications:</p> <ul style="list-style-type: none"> • Discuss how author's choice of text type, literary genre, and/or topic connects to author's purpose • Interpret political cartoons depicting current or historical people and events • Evaluate the reliability, accuracy, and sufficiency of information, claims, or arguments (e.g., investigating the source and associated biases; identifying fallacious arguments; confirming with another source) • Determine the author's tone or the mood of the text, providing evidence • Assess how the author's purpose affected decisions about the type of presentation to use (e.g., article vs. editorial; poem vs. story) • Assess how the cultural, personal, and/or historical context influences the writing, providing specific evidence • Evaluate the effectiveness/appeal of the author's style, citing

	<p>specific examples)</p> <ul style="list-style-type: none"> • Discuss how an author's style or typical theme is evidenced in different works
--	--

Multimedia Content

CCRS Reading 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 Reading Anchor 10.)

Level E Descriptor:

Integrate quantitative or technical analysis (e.g., charts; research data) with qualitative analysis in print or digital text. (RH.9-10.7)

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)

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)

Applications:

- Use complex functional texts/documents (e.g., warranties; contracts; primary sources)
- Use complex forms, tables, graphs, diagrams, and maps (e.g., financial aid table; stock market charts/graphs)
- Read and analyze political cartoons, comparing them to a news article or report about the same topic or event
- Use complex digital texts (e.g., multi-layered web sites; online reports)
- Select appropriate print and digital texts, specifying how the text addresses the reader's goal (e.g., by considering writing style, text features or supports, familiarity with source/author, appropriateness of text type)
- Use text format and features (e.g., search engines; drop-down menus; indices; advance organizers)
- Identify how facts/ideas are organized (e.g., by looking for common text structures; by attending to signal words)
- Ask and answer higher-order questions to guide/ assess reading *(How is this different from the article I just read? How can I apply this information?)*

Tracing the Argument

CCRS 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.

(Apply this standard to texts of

Level E Descriptor:

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)

Applications:

- Evaluate the reliability, accuracy, and sufficiency of information, claims, or arguments (e.g., investigating the source and associated biases; identifying fallacious arguments; confirming

appropriate complexity as outlined by Reading Anchor 10.)	<p>with another source)</p> <ul style="list-style-type: none"> Interpret source and clarifying information provided in embedded citations, footnotes, and endnotes (e.g., APA/MLA style)
---	---

Comparing Two or More Texts

CCRS Reading 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.

(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)

Level E Descriptor:

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)

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)

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)

Compare and contrast treatments of the same topic in several primary and secondary sources. (RH.9-10.9)

Applications:

- Determine, analyze, and summarize the authors' stated and/or implied main ideas and the details/evidence used to develop them and their major points and connections
- Analyze specific details, including how they are related to each other and/or to a main/central idea
- Discuss how an author's style/typical theme is evidenced in different works
- Combine, compare, contrast and/or critique styles, ideas, events, people, arguments, or themes from different texts, including primary and secondary sources

Range of Reading and Level of Text Complexity

CCRS Reading Anchor 10: Read and comprehend complex literary and informational texts independently and proficiently.	Associated Quantitative Measures of Text Complexity for Level E:	
	Common Core Band	9th – 10th
	ATOS	9.67 – 12.01
	Degrees of Reading Power®	62 – 72
	Flesch-Kincaid	8.32 – 12.12
	The Lexile Framework®	1050 – 1335
	Reading Maturity	8.41 – 10.81
	SourceRater	9.02 – 13.93
	CASAS Reading GOALS 2 Scale Scores	NRS Level 5: 239 – 248
	CASAS Reading GOALS 2 Scale Scores	NRS Level 6: 249 and above

Writing Standards: Level E

The [Glossary](#) contains a key to the citations (e.g., W.9.1) listed in the level descriptors.

Note: The Anchor, Descriptor and Applications are addressed to the student. The instructor's role is to provide opportunities for the student to meet the exit standard.

Text Types and Purposes

CCRS Writing Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Level E Descriptor: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. 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. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claims(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented. (W/WHST.9-10.1)
CCRS Writing Anchor 2:	Level E Descriptor: Write informative/explanatory texts to examine and convey complex

<p>Write informative and explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (This includes the narration of historical events, scientific procedures/experiments, or technical processes.)</p> <ul style="list-style-type: none"> • Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures; tables), and multimedia when useful to aiding comprehension. • Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications of the significance of the topic). (W/WHST.9-10.2)
<p>CCRS Writing Anchor 3:</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p>	<p>Level E Descriptor:</p> <p>Students' narrative skills continue to grow in this level as students work to incorporate narrative elements effectively into their arguments and informative/explanatory texts.</p>
<p>Production and Distribution of Writing</p>	
<p>CCRS Writing Anchor 4:</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Level E Descriptor:</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W/WHST.11-12.4)</p> <p>Applications:</p> <ul style="list-style-type: none"> • Consider how purpose and audience will affect content, choice of supporting evidence and examples, word choice, style, length, formality, organization, and format of the text • Use models of complex text (e.g., research reports; proposals) • Make a detailed outline to organize complex text • Write a paragraph focused on a stated or implied main idea, with coherently-related details or evidence to support it, and a concluding sentence, including under time constraints • Introduce a complex topic and make accessible by organizing

	<p>key ideas and concepts</p> <ul style="list-style-type: none"> • Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas, between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaim(s) (e.g., <i>on the other hand</i>; <i>notwithstanding</i>) • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications, recommendations, or observations on the relevance of the subject to a wider context) • Select the form of media that will most effectively deliver one's message • Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy • Recognize and use complex grammar structures and make grammar choices appropriate to purpose and formality of the task • Use a balance of all four sentence types (simple, compound, complex, and compound-complex), varying for meaning, audience interest, and style • Vary sentence beginnings and use connectives to create a rhythm and flow in the text • Use precise language and domain-specific vocabulary to manage the complexity of the topic • Use understanding of connotative meanings when choosing words • Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>; <i>believed</i>; <i>suspected</i>; <i>wondered</i>) • Determine the meaning of words and phrases as they are used in a text, including figurative language, imagery, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone • Establish and maintain a formal style and objective tone in academic writing • Use register and tone appropriate to the formality or seriousness of the situation, understanding of academic expectations, and the relationship between writer and reader • Use style techniques to create an effect (e.g., irony; sarcasm; euphemism) • Communicate both literal and implied meanings
--	---

<p>CCRS Writing Anchor 5:</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>Level E Descriptor:</p> <p>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 the Language Anchors 1 - 3 at this</p>
---	---

	<p>level.) (W.11-12.5)</p> <p>Applications:</p> <ul style="list-style-type: none"> • Consider how purpose and audience will affect content, choice of supporting evidence and examples, word choice, style, length, formality, organization, and format of the text • Identify how the purpose of the reader relates to own purpose for writing, and how or whether to adjust (e.g., a freewrite can be revised to meet the specifications of a 3-page paper) • Determine relevant content for addressing writing purpose (e.g., specific and relevant facts, valid reasons, concrete details and examples to support a thesis) • Analyze what you know about writing in this situation or genre • Use models of complex text (e.g., research reports; proposals) • Make a detailed outline to organize complex text • Use formatting and graphics (e.g., figures; tables) to enhance text • Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy • Recognize and use complex grammar structures and make grammar choices appropriate to purpose and formality of the task • Use a balance of all four sentence types (simple, compound, complex, and compound-complex), varying for meaning, audience interest, and style • Vary sentence beginnings and use connectives to create a rhythm and flow in the text • Use precise language and domain-specific vocabulary to manage the complexity of the topic • Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>; <i>believed</i>; <i>suspected</i>; <i>wondered</i>) • Determine the meaning of words and phrases as they are used in a text, including figurative language, imagery, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone • Establish and maintain a formal style and objective tone in academic writing • Use register and tone appropriate to the formality or seriousness of the situation, understanding of academic expectations, and the relationship between writer and reader • Use style techniques to create an effect (e.g., irony; sarcasm; euphemism) • Perform multiple rereadings of own text to improve the fidelity to purpose, clarity, a sense of voice, consideration of audience, and overall quality and effectiveness of the writing • Choose from a wide range of strategies to give and receive feedback • Add detail, textual evidence, and analysis needed to support
--	---

	<p>logical argument in order to meet academic and workplace needs</p> <ul style="list-style-type: none"> • Delete irrelevant or redundant information • Revise for clarity to strengthen an argument, elaborate points, refine word choice, and improve examples • Change voice/tone as needed to better address needs of audience • Combine and/or rearrange sentences as needed to add coherence
--	--

<p>CCRS Writing Anchor 6:</p> <p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>Level E Descriptor:</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>Applications:</p> <ul style="list-style-type: none"> • Use digital video meeting platforms (e.g., Zoom; Google Meet; MS Teams) to interact, get feedback, and collaborate • Collaborate with others to build digital skills • Use digital tools and media (e.g., Microsoft Office, Google Docs, slideshows, Jamboard) to present information • Use the internet to research information and data to support ideas (e.g., search engines, databases, library-curated sites) • Upload text files • Use visuals (e.g., illustrations, graphics, charts) to enhance the text
---	---

Research to Build and Present Knowledge

<p>CCRS Writing Anchor 7:</p> <p>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>Level E Descriptor:</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>Applications:</p> <ul style="list-style-type: none"> • Determine specific purposes (e.g., to identify the point of view of a newspaper editorial; to analyze a complex process) for writing • Consider how purpose and audience will affect content, choice of supporting evidence and examples, word choice, style, length, formality, organization, and format of the text • Discuss information and ideas gleaned from diverse sources, including research and academic lectures or texts • Journal, freewrite, or take notes from multiple sources to explore one's understanding of a topic and identify researchable questions • Read, analyze, and critique information from print, audio and
---	---

	<p>digital sources to build knowledge</p> <ul style="list-style-type: none"> • Determine relevant content for addressing writing purpose (e.g., specific and relevant facts, valid reasons, concrete details and examples to support a thesis or claim) • Analyze what you know about writing in this situation or genre (e.g., how public to make a blog posting about a sensitive topic) • Make notes of ideas, references, and/or data to cite or quote • Develop claims and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both • Use formatting and graphics (e.g., figures; tables) to enhance text
--	---

<p>CCRS Writing Anchor 8:</p> <p>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>Level E Descriptor:</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W/WHST.9-10.8)</p> <p>Applications:</p> <ul style="list-style-type: none"> • Discuss information and ideas gleaned from diverse sources, including research and academic lectures or texts • Journal, freewrite, or take notes from multiple sources to explore one's understanding of a topic and identify researchable questions • Read, analyze, and critique information from print, audio, and digital sources to build knowledge • Determine relevant content for addressing writing purpose (e.g., specific and relevant facts, valid reasons, concrete details and examples to support a thesis) • Make notes of ideas, references, and/or data to cite or quote • Check that information is accurate and sources are credible • Develop claims and/or counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both • Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas, between claims and reasons, between reasons and evidence, and between claims and counterclaims (e.g., on the other hand; notwithstanding) • Use strategies to avoid plagiarism (e.g., synonyms, paraphrasing, word forms, quotes from sources, reported speech)
<p>CCRS Writing Anchor 9:</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Level E Descriptor:</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> • Apply Reading Anchors from this level to literature (e.g., determine the meaning of words and phrases as they are used

<p><i>(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)</i></p>	<p>in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone).</p> <ul style="list-style-type: none"> ● Apply Reading Anchors from this level to literary nonfiction (e.g., Integrate quantitative or technical analysis with qualitative analysis in print or digital text). (W/WHST.11-12.9) <p>Applications:</p> <ul style="list-style-type: none"> ● Discuss information and ideas gleaned from diverse sources, including research and academic lectures or texts ● Journal, freewrite, or take notes from multiple sources to explore one's understanding of a topic and identify researchable questions ● Read, analyze, and critique information from print, audio and digital sources to build knowledge ● Make notes of ideas, references, and/or data to cite or quote ● Add detail, textual evidence, and analysis needed to support logical argument to meet academic and workplace standards
--	--

Range of Writing

<p>CCSS Writing Anchor 10:</p> <p>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.</p>	<p>Level E Descriptor:</p> <p><i>There is no descriptor for this level.</i></p>
--	--

Speaking and Listening Standards: Level E

The [Glossary](#) contains a key to the citations listed in the level descriptors.

Note: The Anchor, Descriptor and Applications are addressed to the student. The instructor's role is to provide opportunities for the student to meet the exit standard.

Comprehension and Collaboration

CCRS 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.

Level E Descriptor:

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.

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- 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.
- 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.
- 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. (SL.9-10.1)

Applications:

- Clarify own or group purpose for listening and speaking in the context of an assignment (e.g., prepare a rebuttal during debate; understand main points and supporting examples in a presentation; explain a project)
- Analyze and evaluate the personal, social, academic, or political motives behind information presented in diverse media and formats
- Identify how the listener or speaker might mediate the differences between the purposes of listener and speaker (e.g., plan polite, evidence-based replies or questions in controversial discussions; model active listening; seek to understand)
- Understand how academic or workplace purpose affects the format of effective conversation; identify norms for discussion (e.g., how to take a turn to speak; how to agree and disagree; ways to begin and end a conversation)
- Use a variety of words and phrases for effect or precision to meet the speaking purpose in different settings (e.g., college classroom; formal or workplace meetings), utilizing reference materials as necessary or appropriate (e.g., thesaurus, [AWL](#), contextualized language)

	<ul style="list-style-type: none"> ● Reflect on and use prior knowledge about the social, cultural, and situational contexts, including appropriate level of formality to aid comprehension (e.g., predict communication style of a new supervisor, an introverted coworker, or a busy instructor) ● Predict, learn, build, and use academic or specialized workplace knowledge and vocabulary for specific situations, including academic or workplace situations ● Use language references such as an English dictionary, thesaurus, and online tools ● Determine relevant content from researched text and digital sources, observations, experiences, and interests for predicting, addressing, and evaluating listening and speaking purpose (e.g., include sufficient specific and relevant facts and examples from varied sources to support a complex thesis) ● Predict and discuss content of varied presentations, films/videos, presentations, or literature, which include alternative perspectives (e.g., cultural or controversial viewpoints) ● Use graphic organizers, notes, questions, discussions, freewriting, journaling, or brainstorming to clarify, remember, and organize thoughts (e.g., problem and solution chart, Venn diagram) and/or to summarize information ● Draw on the speaker's and/or listener's backgrounds and perspectives in order to consider how best to present or respond to information and subsequent questions or concerns (e.g., understand who the audience is when presenting or considering a new plan at work) ● Determine style and level of formality appropriate for the situation ● Use knowledge of varied U.S. history, cultures, and academic and career contexts to select, understand, and communicate information effectively in collaborative exchanges with diverse partners that build on others' ideas and expectations, and express one's own clearly and persuasively ● Select from a wide range of strategies to participate actively in conversation (e.g., take into account the interests of others; get directly to the point; use <i>I wonder</i> exploratory statements and open questions) ● Build and use knowledge to guide participation in academic-, domain-, and career-specific interactions (e.g., understand historical and cultural references such as Jim Crow laws; appropriate use of humor, metaphor, sarcasm) ● Use broad sociocultural and contextual knowledge to make inferences and to understand the explicit and implicit meaning of the speaker (e.g., when a speaker is being facetious) ● Respond to diverse ideas by connecting presented and/or new ideas ● Use and recognize appropriate register in a range of communicative tasks, including unfamiliar, unpredictable, or uncomfortable situations
--	--

	<ul style="list-style-type: none"> • Give and follow complex instructions to perform a specific role in complex tasks, answer complex questions, and solve complex problems • Given a specific situation, speak persuasively, listen actively, negotiate options, and make new connections or reach resolution when possible • Make and respond to questions based on comparing several pieces of relevant evidence, ideas, and observations • Given a controversial topic, state own opinion, articulate reasons or evidence for it, and respond respectfully to others' opinions by connecting presented and/or new ideas • Manage internal and external barriers to comprehension • Ask questions to aid comprehension. (e.g., clarify relevance of information; <i>I don't understand how that relates to ___</i>) • Pause to create opportunities for listener(s) to check their understanding • Request feedback specific to the situation or topic (e.g., <i>Is this what you wanted to know?</i>) • Use strategies to clarify meaning (e.g., embed definitions of specialized terms in presentations or trainings) • Use complex grammar structures (e.g., passive constructions; subjunctive tense; pronoun references for cohesion in speaking) • Use a variety of sentence types (e.g., compound, complex, and compound-complex sentences; those with embedded questions or relative clauses) • Demonstrate awareness of how grammar choices affect meaning (e.g., <i>went</i> vs. <i>had gone</i>) and make grammar choices that reflect nuances or shades of meaning • Use appropriate standard or colloquial grammar in a variety of contexts; understand the contextual use of standard and colloquial grammar (e.g., <i>If I had gone</i> vs. <i>If I'd'a went</i>)
<p>CCRS Speaking and Listening Anchor 2:</p> <p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Level E Descriptor:</p> <p>Integrate multiple sources of information presented in diverse formats and media (e.g., <i>visually, quantitatively, orally</i>) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (SL.11-12.2)</p> <p>Applications:</p> <ul style="list-style-type: none"> • Make and respond to questions based on comparing several pieces of relevant evidence, ideas, and observations • Identify the thesis of a speech in which the ideas may be abstract or theoretical and in which the organization is not necessarily linear • Cite specific textual evidence when speaking to support conclusions drawn from texts • Evaluate usefulness and relevance of ideas or information to the listening purpose • Distinguish between more and less important details • Analyze and evaluate the effectiveness of the style, structure, and

	<p>rhetorical devices of a speech</p> <ul style="list-style-type: none"> • Evaluate the attitude, bias, and credibility of the speaker (e.g., check sources and affiliations to learn who is funding the website) • Determine relevant interpretation of language that may have multiple meanings • Determine and use note-taking strategies and tools appropriate to the purpose (e.g., pro/con chart, compare/contrast chart, Venn diagram, mind map, Cornell Notes) • Use and compare literal and nonliteral meanings to understand figurative language, including similes, metaphors, and personification used to convey images and ideas
--	---

<p>CCRS Speaking and Listening Anchor 3:</p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>Level E Descriptor:</p> <p>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. (SL.11-12.3)</p> <p>Applications:</p> <ul style="list-style-type: none"> • Analyze the purpose of and evaluate the perspectives or motives behind information presented in diverse media and oral presentations in order to make decisions and solve problems • Use strategies to check comprehension • Ask questions to aid comprehension (e.g., clarify relevance of information; <i>I don't understand how that relates to ____</i>) • Practice listening for inferences and underlying meanings • Listen for relevant evidence, facts, and details to use to support considered and original responses • Evaluate others' presentations based on rubrics and additional measures
<p>Presentation of Knowledge and Ideas</p>	
<p>CCRS Speaking and Listening Anchor 4:</p> <p>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>	<p>Level E Descriptor:</p> <p>Present 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. (SL.9-10.4)</p> <p>Applications:</p> <ul style="list-style-type: none"> • Organize presentations with a coherent introduction that stimulates listener interest and a conclusion that reinforces the purpose of an academic or workplace presentation • Synthesize, analyze, evaluate, and summarize information from a variety of sources when presenting • Use a detailed outline that logically arranges ideas and supports the focus • Include abstract and theoretical ideas as appropriate, valid arguments, substantive and relevant details, and sound evidence to support complex points • Apply evidence-based reasoning to connect source material with one's argument • Select or create diverse media to add interest and impact to presentations • Give complex instructions to perform a specific role in complex tasks (e.g., how to operate a piece of machinery; how to navigate medical office reporting) • Given a controversial topic, state own opinion and articulate reasons or evidence for it • Pause to create opportunities for listener(s) to check their understanding • Request feedback specific to the situation or topic (e.g., <i>Is this what</i>

	<p><i>you wanted to know?)</i></p> <ul style="list-style-type: none"> • Use strategies to clarify meaning (e.g., embed definitions of specialized terms in presentations or trainings) • Rehearse speaking tasks with others (e.g., oral presentations)
<p>CCRS Speaking and Listening Anchor 5:</p> <p>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>Level E Descriptor:</p> <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (SL.11-12.5)</p> <p>Applications:</p> <ul style="list-style-type: none"> • Create effective visual representation using multimedia to enhance clarity and persuasive power (e.g., Prezi, slide presentation, video) • Build technology skills (e.g., computer, tablet, cell phone) to prepare for oral communication • Use digital video meeting platforms (e.g., Zoom; Google Meet; MS Teams) to interact and collaborate • Collaborate with others to build digital skills • Use the internet to research information and data to support ideas (e.g., search engines, databases, library-curated sites) • Create and upload audio and video files • Become familiar with digital tools and media (e.g., Microsoft Office, Google Docs, slideshows, Jamboard, YouTube) to present information
<p>CCRS Speaking and Listening Anchor 6:</p> <p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Level E Descriptor:</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See Language Anchors 1 and 3 for specific expectations.) (SL.11-12.6)</p> <p>Applications:</p> <ul style="list-style-type: none"> • Use complex grammar structures (e.g., passive constructions in bias and argument; subjunctive tense; pronoun references for cohesion in speaking) • Use a variety of sentence types (e.g., compound and complex sentences, those with embedded questions or relative clauses) • Demonstrate awareness of how grammar choices affect meaning (e.g., went vs. had gone) and make grammar choices that reflect nuances or shades of meaning • Use appropriate standard or colloquial grammar in a variety of contexts; understand the contextual use of standard and colloquial grammar (e.g., <i>If I had gone</i> vs. <i>If I'd'a went</i>) • Acquire, understand, and accurately use a broad range of general academic and domain-specific words and phrases for listening and speaking at the college and career readiness level, such as words on the Academic Word List (AWL) and/or Tier II Words • Select words and ideas from texts (e.g., from reading, presentations, or media) when explaining a variety of topics (e.g., select words from academic sources that convey context clues or

	<p>abstract meanings, when citing support for an argument in a class or workplace)</p> <ul style="list-style-type: none"> • Use understanding of word morphology (e.g., prefixes, roots, and suffixes) to determine and build meaning of specialized or academic vocabulary (e.g., <i>-ate</i>, <i>-logy</i>, <i>-oid</i>) • Apply familiar word parts to use new words (e.g., <i>abstract/abstraction</i>) • Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression • Evaluate and select words appropriate to the level of formality of the context • Understand word play, such as puns and alliteration • Use sentence-level context and the context of a whole conversation as clues to the meaning of a word or phrase • Choose words to express underlying, implied, or hidden meanings and point of view (e.g., metaphor, irony, sarcasm) • Consult academic and specialized reference materials, both print and digital, to determine the precise meaning and pronunciation of words and phrases and their usage • Comprehend and differentiate the pronunciation of a variety of speakers both face-to-face and digitally (e.g., regional dialects; nonstandard varieties of English; non-native pronunciation) • Use academic and/or workplace vocabulary that includes unfamiliar or challenging pronunciation • Recognize where difficulties in hearing and distinguishing English sounds are interfering with effective comprehension • Speak clearly at an acceptable volume and understandable pace • Recognize and use stress, intonation, and rhythm to convey emphasis, nuance, emotion, and implied meaning (e.g., humor, hyperbole, metaphor, sarcasm, irony) in a variety of academic and career situations • Recognize and use stress, rhythm, pauses, and intonation to cluster words into thought groups that convey emphasis and focus in academic presentations and career settings; use appropriate stress in a wide range of domain-specific and academic words • Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate; use intonation to indicate formality • Use online, electronic, and paper-based reference tools such as dictionaries and glossaries to determine appropriate stress • Teach or explain learning to others (e.g., learner presentations of concepts studied in class) • Revisit, evaluate, and revise learning goals
--	--

Language Standards: Level E

The [Glossary](#) contains a key to the citations (e.g., L.9.1) listed in the level descriptors.

Note: The Anchor, Descriptor and Applications are addressed to the student. The instructor's role is to

provide opportunities for the student to meet the exit standard.

Conventions of Standard English	
CCRS Language Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Level E Descriptor: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> • Use parallel structure. • 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)
CCRS Language Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Level E Descriptor: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> • Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. • Use a colon to introduce a list or quotation. • Spell correctly. (L.9-10.2)
Knowledge of Language	
CCRS Language 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.	Level E Descriptor: <i>There is no descriptor for this level.</i>
Vocabulary Acquisition and Use	
CCRS 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.	Level E Descriptor: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> • 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. • Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>; <i>conception</i>; <i>conceivable</i>). • 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.

	<ul style="list-style-type: none"> • 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)
CCRS Language Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Level E Descriptor: <i>There is no descriptor for this level.</i>
CCRS 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 a word or phrase important to comprehension or expression.	Level E Descriptor: 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)

Reading Foundational Skills Levels I-III

Reading Foundational Skills Standards Level I

The [Glossary](#) contains a key to the citations (e.g., RF.K.2) listed in the level descriptors.

Print Concepts	
CCSS Reading Foundational Skills Anchor 1: Demonstrate understanding of the organization and basic features of print.	Level I Descriptor: Follow words from left to right, top to bottom, and page by page.
Phonemic Awareness	
CCRS Reading Foundational Skills Anchor 2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Level I Descriptor: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none">• Recognize and produce rhyming words.• Distinguish long from short vowel sounds in spoken single-syllable words.• Count, pronounce, blend, and segment syllables in spoken words.• Blend and segment onsets and rimes of single-syllable spoken words.• Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.• Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).• Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.• Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (RF.K.2 and 1.2 merge)
Phonics and Word Recognition	
CCRS Reading Foundational Skills Anchor 3: Know and apply level-appropriate phonics and word analysis skills in decoding words.	Level I Descriptor: Know and apply level-appropriate phonics and word analysis skills in decoding words. <ul style="list-style-type: none">• 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.• Associate the long and short sounds with common spellings (graphemes) for the five major vowels.• Know the spelling-sound correspondences for common consonant digraphs.• Decode regularly spelled one-syllable words.• Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

	<ul style="list-style-type: none"> • Know final -e and common vowel team conventions for representing long vowel sounds. • Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. • Decode two-syllable words following basic patterns by breaking the words into syllables. • Read words with inflectional endings. • Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). • Recognize and read grade-appropriate irregularly spelled words. (RF.K.3 and 1.3 merge)
--	---

Fluency

CCRS Reading Foundational Skills Anchor 4: Read with sufficient accuracy and fluency to support comprehension.	Level I Descriptor: Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> • Read level-appropriate text with purpose and understanding. • Read level-appropriate text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.K.4 and 1.4 merge)
--	--

Reading Foundational Skills Standards: Level II

The [Glossary](#) contains a key to the citations (e.g., RF.2.3) listed in the level descriptors.

Print Concepts

CCRS Reading Foundational Skills Anchor 1: Demonstrate understanding of the organization and basic features of print.	Level II Descriptor: Recognize that spoken words are represented in written language by specific sequences of letters.
---	--

Phonemic Awareness

CCRS Reading Foundational Skills Anchor 2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Level II Descriptor: <i>There is no descriptor for this level.</i>
---	--

Phonics and Word Recognition

CCRS Reading Foundational Skills Anchor 3: Know and apply level-appropriate phonics and word	Level II Descriptor: Know and apply level-appropriate phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> • Distinguish long and short vowels when reading regularly spelled
--	--

analysis skills in decoding words.	<p>one-syllable words.</p> <ul style="list-style-type: none"> • Know spelling-sound correspondences for additional common vowel teams. • Identify and know the meaning of the most common prefixes and derivational suffixes. • Identify words with inconsistent but common spelling-sound correspondences. • Decode words with common Latin suffixes. • Decode multisyllable words. • Recognize and read grade-appropriate irregularly spelled words. (RF.2.3 and 3.3 merge)
Fluency	
<p>CCRS Reading Foundational Skills Anchor 4:</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Level II Descriptor:</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • Read level-appropriate text with purpose and understanding. • Read level-appropriate prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.2.4 and 3.4 merge)

Reading Foundational Skills Standards: Level III

The [Glossary](#) contains a key to the citations (e.g., RF.4.3) listed in the level descriptors.

Print Concepts	
<p>CCRS Reading Foundational Skills Anchor 1:</p> <p>Demonstrate understanding of the organization and basic features of print.</p>	<p>Level III Descriptor:</p> <p>Understand that words are separated by spaces in print.</p>
Phonemic Awareness	
<p>CCRS Reading Foundational Skills Anchor 2:</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<p>Level III Descriptor:</p> <p><i>There is no descriptor for this level.</i></p>

Phonics and Word Recognition	
CCRS Reading Foundational Skills Anchor 3: Know and apply level-appropriate phonics and word analysis skills in decoding words.	Level III Descriptor: Know and apply level-appropriate phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> • 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)
Fluency	
CCRS Reading Foundational Skills Anchor 4: Read with sufficient accuracy and fluency to support comprehension.	Level III Descriptor: Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> • Read level-appropriate text with purpose and understanding. • Read level-appropriate prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.4.4 and 5.4 merge)

Teacher Toolbox

The Teacher Toolbox provides information and strategies from the national CCRS trainings and from the Oregon Adult Learning Standards (OALS). It contains further information about text complexity and how to use the Reading Standards to identify texts worth reading as well as an explanation of how to use the Writing Standards to create questions worth answering. The toolbox is intended to be a resource for educators.

Tool 1: Using the Four Dimensions of Performance

It is useful to consider the Four Dimensions of Performance when creating assessments, planning instruction and scaffolded units or connected lessons, and planning multilevel instruction. The Four Dimensions of Performance are illustrated below in a student-facing chart.

4 Dimensions of Performance	
Dimension 1: Structure of Knowledge Base What do I know? How do I organize and access what I know?	Dimension 2: Fluency of Performance Am I able to perform the task automatically, or is it difficult?
Dimension 3: Independence of Performance Do I know what to do in a particular situation? How much guidance do I need?	Dimension 4: Range of Conditions of Performance In how many different tasks and contexts am I able to use a skill?

What criteria or characteristics distinguish a novice from an expert?

To briefly illustrate, a learner may be knowledgeable about a skill, having studied rules or facts (e.g., definitions of technical vocabulary), but not fluent in applying the knowledge consistently and independently (e.g., using technical vocabulary in a debate or impromptu writing task). Conversely, a learner may have developed independence in a skill within a limited range of conditions (e.g., organizing writing in basic essay format) but may need guidance to be able to perform the skill in a new context (e.g., organizing writing in research paper or memo format).

The Four Dimensions of Performance help instructors plan what to target for explicit instruction and in assessments in order to develop learners' abilities along this multidimensional continuum of learning.

Creating Self-Assessments Using the Four Dimensions of Performance

The Four Dimensions of Performance can be used as a self-assessment by learners themselves, and they can be used for the creation of assessments by instructors.

To illustrate, we will use the skill of cooking as analogous to language skills in the following self-assessment examples:

- What does it mean to be a novice or expert cook, and where would you place yourself along the multidimensional continuum between novice and expert?
- What criteria or characteristics of cooking can you think of that define novice, expert, and in between?
- Do you know how to read a recipe?
- Does knowing how to read a recipe mean you are an expert cook?
- What other criteria or characteristics define whether you are a novice or expert cook, or somewhere in between?

As you consider additional aspects of cooking, think about where you would place yourself along the multidimensional continuum of novice to expert cook. For example:

- Do you always rely on a written recipe, or do you sometimes call a family member who is a good cook to ask for guidance?
- Have you ever made a perfect poached egg, and do you achieve perfection every time?
- What about your knife skills? Can you mince an onion “fluently?”
- Can you cook an elegant vegan meal or prepare a banquet for 100 people?
- Can you cook with ingredients you have never used before or in a kitchen with an outdoor wood-burning stove?

Now that you have considered additional criteria for expertise in cooking, has your original placement on the multidimensional continuum changed?

Look at the chart below, which has been filled in with a few questions specific to cooking, and think about how the other criteria you used to assess your own cooking skills would fit within the Four Dimensions of Performance: Knowledge, Fluency, Independence, and Range.

4 Dimensions of Performance	
<p>Dimension 1: Structure of Knowledge Base</p> <p>What do I know (e.g., facts, rules, procedures, concepts), and how do I organize and access what I know?</p> <ul style="list-style-type: none"> • <i>Do I know the difference between slice and mince?</i> • <i>Do I know how to cook this dish without a written recipe?</i> • <i>How do I organize my recipes and cooking information?</i> • <i>Am I too tired to cook this now?</i> 	<p>Dimension 2: Fluency of Performance</p> <p>Am I able to perform the task automatically, or is it difficult?</p> <ul style="list-style-type: none"> • <i>How are my knife skills?</i> • <i>Will I cut myself if I go too fast?</i> • <i>How much conscious thought do I have to put into that chopping task?</i>
<p>Dimension 3: Independence of Performance</p> <p>Do I know what to do in a particular situation, and how much guidance do I need?</p> <ul style="list-style-type: none"> • <i>Do I need help to cook a turkey?</i> • <i>When and where do I seek help to make the turkey?</i> 	<p>Dimension 4: Range of Conditions of Performance</p> <p>In how many different tasks and contexts am I able to use a skill?</p> <ul style="list-style-type: none"> • <i>Can I cook a romantic dinner?</i> • <i>Can I cook vegetarian or vegan meals for a week?</i> • <i>How about a meal with ingredients I have never used before?</i> • <i>Am I able to prepare multiple orders of enchiladas as a cook in a restaurant?</i>

As with this cooking example, this self-assessment activity can be done with language skill areas. With guidance, learners can assess their own proficiency along the multidimensional learning continuum to decide how they want to target their study time, develop metacognition about their own learning progress, and support life-long learning. Also, instructors can create formative or summative assessments for instructional and program planning using the Four Dimensions of Performance to measure their learners' abilities.

Planning Instruction and Scaffolding Using the Four Dimensions of Performance and the Anchors

Think about the Four Dimensions of Performance in relation to the skills that your learners are developing. Analogous to becoming an expert cook, what is the process of becoming an expert

reader, writer, speaker, or listener? What differences are there between a novice and an expert reader, writer, speaker, or listener? What characteristics of expertise reflect each of the Four Dimensions of Performance?

It is clear that simply having a knowledge base, such as being able to read a recipe, pass a reading comprehension test with True/False answer choices, or write a formulaic essay (e.g., the “5-paragraph”), does not necessarily mean that a learner can also apply learned skills in a wide range of real-life situations independently and with ease.

The Four Dimensions of Performance can be helpful to consider when planning effective and scaffolded instruction across a unit or connected lessons. Scaffolding is the variety of instructional techniques used to support understanding and develop greater learner fluency, range, and independence. Does the learner need more instruction or practice in a particular dimension? The instructor can design activities to address that area of growth and then support learners’ development across one or several dimensions over the course of a unit or connected lessons by scaffolding further instructional activities.

Example

The following is an example of how to use the Four Dimensions of Performance when planning instruction using the OACCRS LA Anchors. In this example, we focus on one of the OACCRS Anchors:

Reading Anchor 1, Level D with its Level-Specific Descriptor:

Anchor: 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.

Level D Descriptor: 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)

- Application: cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1)
- Application: cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1)

This Anchor can become the basis for the formation of questions to ask in determining which of the Four Dimensions of Performance to focus on in order to develop instructional activities that support learners in developing their abilities across the multidimensional continuum, as illustrated below:

4 Dimensions of Performance	
<p>Dimension 1: Structure of Knowledge Base</p> <p>What does the learner know (e.g., facts, rules, procedures, concepts), and how does the learner organize and access what they know?</p> <ul style="list-style-type: none"> • <i>Does the learner cite textual evidence or something else?</i> • <i>Does the learner know how to properly cite text (e.g., In the second paragraph, the author states; According to the article)?</i> • <i>Does the learner use textual cues (e.g., headings, key words) to help them find evidence?</i> • <i>Does the citation logically support their claim? Does it provide evidence that they understand the text?</i> 	<p>Dimension 2: Fluency of Performance</p> <p>Is the learner able to perform the task automatically, or is it difficult?</p> <ul style="list-style-type: none"> • <i>How long does it take the learner to find evidence or can the learner easily find or recall what the text said?</i> • <i>How much effort or concentration does the learner have to put into returning to the text to support their claims?</i>
<p>Dimension 3: Independence of Performance</p> <p>Does the learner know what to do in a particular situation, and how much guidance does the learner need?</p> <ul style="list-style-type: none"> • <i>Would the learner do better in some situations if they had help?</i> • <i>Does the learner know when to cite evidence to support a claim (e.g., in an online forum, sales pitch, argumentative essay or presentation)?</i> • <i>Does the learner need considerable assistance to cite from the text?</i> 	<p>Dimension 4: Range of Conditions of Performance</p> <p>In how many different tasks and contexts is the learner able to use a skill, and is the learner able to apply some of the same skills in a different context or task?</p> <ul style="list-style-type: none"> • <i>Is the learner able to cite evidence from a variety of different texts (e.g., political, instructional, scientific, literary, media)?</i> • <i>Can the learner cite evidence in both written and spoken contexts?</i>

4 Dimensions of Performance: Practice

Look at the chart below. Choose one anchor with a specific level descriptor you wish to assess, and write it in the blank at the top. What questions does that anchor and descriptor bring to mind? Refer to the example above as needed.

Anchor: _____

Level-Specific Descriptor: _____

4 Dimensions of Performance	
<p>Dimension 1: Structure of Knowledge Base</p> <p>What does the learner know (e.g., facts, rules, procedures, concepts), and how does the learner organize and access what they know?</p> <ul style="list-style-type: none">•••	<p>Dimension 2: Fluency of Performance</p> <p>Is the learner able to perform the task automatically, or is it difficult?</p> <ul style="list-style-type: none">•••
<p>Dimension 3: Independence of Performance</p> <p>Does the learner know what to do in a particular situation, and how much guidance does the learner need?</p> <ul style="list-style-type: none">•••	<p>Dimension 4: Range of Conditions of Performance</p> <p>In how many different tasks and contexts is the learner able to use the skill?</p> <ul style="list-style-type: none">•••

Planning Multilevel Instruction Using the Four Dimensions of Performance

For multilevel classes, the Four Dimensions of Performance can guide instructional planning for a wide range of learners. The dimensions of knowledge, fluency, independence, and range show how an individual develops expertise in performing a skill, so instructors can adjust instruction toward novice or expert-level practice and performance in any dimension depending on individual or group learner needs within a multilevel class. Instruction can explicitly target learners' development at their growth edge in one or more of the Four Dimensions of Performance.

The following are examples of multilevel instruction focusing on the topic of climate change and using the Four Dimensions of Performance. Instruction can address both content and reading,

writing, speaking, or listening skills to help learners develop in the area where it is most instructionally effective along the multidimensional continuum. This example targets the development of the skill of reading:

Topic: Climate Change

- **Structure of Knowledge Base:** In explicit instruction, readers who are more novice along the continuum might be coached to cite basic vocabulary and/or concepts to answer questions about an authentic article on the causes and effects of climate change, whereas readers who are closer to the expert end of the continuum might cite complex evidence from multiple paragraphs or pages of the same article or a range of articles.
- **Fluency of Performance:** Readers who are more novice along the continuum might need to reread the article or a section of the article multiple times to find or understand targeted basic vocabulary or concepts before they can participate in a simple discussion, whereas expert learners might read the article once or twice and be able to show comprehension by completing complicated tasks, such as preparing to lead a discussion group about the article in order to plan actions to address climate change.
- **Independence of Performance:** Readers who are more novice along the continuum might need to be guided back to sections of the text to find or cite specific vocabulary or concepts, whereas readers who are closer to the expert end of the continuum might perform the reading task with minimal guidance.
- **Range of Conditions of Performance:** Readers who are more novice along the continuum might be able to find and list new learned vocabulary from the article but have difficulty recognizing or comprehending the same vocabulary or word family variations when reading a different article or text genre, such as a complex climate action website, whereas readers who are closer to the expert end of the continuum might be able to read a range of scientific articles and websites, write a research paper, and give a formal presentation about the topic.

In multilevel classes, instructors can plan instruction by adjusting a lesson up or down in any of the Four Dimensions of Performance and by targeting learners' growth edges with tasks that are purposeful and engaging for learners and help learners develop their performance along the continuum. They can demonstrate their learning and development by performing these tasks with increasing knowledge, fluency, independence, and range.

Tool 2: Selecting Texts Worth Reading

Adapted from [College and Career Readiness Standards-in-Action Trainers Guide, ELA/Literacy Foundational Unit 2](#) (create a free login)

Key Advance 1. In this section we will focus on the application of Key Advance 1, which addresses text complexity. The ability to read a complex text has a profound impact on students. Not only does it better prepare learners for college and the workforce, it is also

indicative of their success in both of those areas. Learning to read a complex text is useful for a variety of academic and workplace tasks, including being able to read a college textbook, scientific journals and material in the workplace. Students who have not interacted sufficiently with complex texts may experience impediments to college and career success.

Determining Student Levels

As an instructor, it is important to consider carefully which texts are appropriately complex for learners. The instructor should begin by determining their learners' current level of proficiency (A, B, C, D or E). One method to determine proficiency is to use one of the quantitative reading assessments mentioned in OACCRS Reading Anchor 10. Another is to read through the level-specific descriptors of the Reading Anchors to discern which best describes the students' level(s) and choose a text accordingly. A key for CASAS Reading GOALS 2 and NRS alignment to the OACCRS LA is included for reference below.

CASAS Reading GOALS 2 Score Ranges for NRS and OACCRS Levels			
NRS Levels	Reading ABE/ASE Educational Functioning Levels	OACCRS Levels	CASAS Reading GOALS 2 Score Ranges
1	Beginning ABE Literacy	A	203 and below
2	Beginning Basic Education	B	204-216
3	Low Intermediate	C	217-227
4	High Intermediate	D	228-238
5	Low Adult Secondary Education	E	239-248
6	High Adult Secondary Education	E	249 and above

Selecting Texts Worth Reading: Practice

For practice, you can compare a text currently used in the classroom to the qualitative text complexity rubric on the following page. Please note that this rubric is for informational text.

If the text is literary, the first three features in the following rubric would remain the same, but instead of purpose, the levels of meaning should be analyzed to determine text complexity. For example, a satirical piece, where the author's literal message is in complete contrast to the underlying meaning of the text, would be considered far more complex than a text with a single level of meaning.

Qualitative Analysis Rubric for Informational Texts

Text Title _____

Text Author _____

Feature	Slightly Complex	Moderately Complex	Very Complex	Exceedingly Complex
Structure	<p>Organization: Connections among ideas, processes, or events are explicit and clear; organization of text is chronological, sequential, or easy to predict</p> <p>Text Features: If used, help the reader navigate and understand content but are not essential to understanding content</p> <p>Use of Graphics: If used, are simple and unnecessary to understanding the text, but they may support and assist readers in understanding the text</p>	<p>Organization: Connections among some ideas or events are implicit or subtle; organization is evident and generally sequential or chronological</p> <p>Text Features: If used, enhance the reader's understanding of content</p> <p>Use of Graphics: If used, are mostly supplemental to understanding the text</p>	<p>Organization: Connections among an expanded range of ideas, processes, or events are often implicit or subtle; organization may contain multiple pathways or exhibit some discipline- specific traits</p> <p>Text Features: If used, directly enhance the reader's understanding of content</p> <p>Use of Graphics: If used, support or are integral to understanding the text</p>	<p>Organization: Connections among an extensive range of ideas, processes, or events are deep, intricate, and often ambiguous; organization is intricate or discipline- specific</p> <p>Text Features: If used, are essential in understanding content</p> <p>Use of Graphics: If used, are intricate, extensive, and integral to making meaning of the text; may provide information not otherwise conveyed in the text</p>
Language Clarity and Conventions	<p>Conventionality: Language is explicit, literal, straightforward, and easy to understand</p> <p>Vocabulary: Words are contemporary, familiar, and conversational</p> <p>Sentence Structure: Uses mainly simple sentences</p>	<p>Conventionality: Language is largely explicit and easy to understand, with some occasions for more complex meaning</p> <p>Vocabulary: Words are mostly contemporary, familiar, and conversational; rarely overly academic</p> <p>Sentence Structure: Uses primarily simple and compound sentences, with some complex constructions</p>	<p>Conventionality: Language is fairly complex; contains some abstract, ironic, and/or figurative language</p> <p>Vocabulary: Words are fairly complex and sometimes unfamiliar, archaic, subject-specific, or overly academic</p> <p>Sentence Structure: Uses many complex sentences, with several subordinate phrases or clauses and transition words</p>	<p>Conventionality: Language is dense and complex; contains considerable abstract, ironic, and/or figurative language</p> <p>Vocabulary: Words are complex and generally unfamiliar, archaic, subject-specific, or overly academic; may be ambiguous or purposefully misleading</p> <p>Sentence Structure: Uses mainly complex sentences, with several subordinate clauses or phrases and transition words; sentences often contain multiple concepts</p>

Feature	Slightly Complex	Moderately Complex	Very Complex	Exceedingly Complex
Knowledge Demands	<p>Subject Matter Knowledge: Relies on everyday practical knowledge; includes simple, concrete ideas</p> <p>Intertextuality: Includes no references or allusions to other texts, or outside ideas, theories, etc.</p>	<p>Subject Matter Knowledge: Relies on common practical knowledge and some discipline-specific content knowledge; includes a mix of simple and more complicated, abstract ideas</p> <p>Intertextuality: Includes few references or allusions to other texts or outside ideas, theories, etc.</p>	<p>Subject Matter Knowledge: Relies on moderate levels of discipline-specific or theoretical knowledge; includes a mix of recognizable ideas and challenging abstract concepts</p> <p>Intertextuality: Includes some references or allusions to other texts or outside ideas, theories, etc.</p>	<p>Subject Matter Knowledge: Relies on extensive levels of discipline-specific or theoretical knowledge; includes a range of challenging abstract concepts</p> <p>Intertextuality: Includes many references or allusions to other texts or outside ideas, theories, etc.</p>
Purpose	<p>Purpose: Explicitly stated, clear, concrete, and narrowly focused</p>	<p>Purpose: Implied but easy to identify based on context or source</p>	<p>Purpose: Implicit or subtle but fairly easy to infer; more theoretical or abstract than concrete</p>	<p>Purpose: Subtle and intricate, and difficult to determine; includes many theoretical or abstract elements</p>

Qualitative Analysis Rubric for Informational Texts

You can use the rubric below to record your findings:

Text Title and Author:

Type of Text (Informational or Literary):

Feature	Notes and Comments on the Characteristics of the Text (Evidence for Placement in This Band of Complexity)	Slightly Complex	Moderately Complex	Very Complex	Exceedingly Complex
Structure					
Language Clarity and Conventions					
Knowledge Demands					
Purpose					
Overall Placement					

Notes for Supporting Learners		
-------------------------------	--	--

Example Qualitative Analysis Rubric for Informational Texts

Text Title and Author: *How long does it take to form a habit?* [Newsela](#)

Lexile: 580

ATOS: 4.7

Type of Text (Informational or Literary): Informational

Feature	Notes and Comments on the Characteristics of the Text (Evidence for Placement in This Band of Complexity)	Slightly Complex	Moderately Complex	Very Complex	Exceedingly Complex
Structure	The text is clearly organized with a numbered list of tips. The tips are bolded headings and followed by a brief explanation and example of the tip. The pictures are directly related to the example.	✓			
Language Clarity and Conventions	Most of the language used in the article is explicit and easy to understand. However, there are a few words that have more complex and/or colloquial meaning, such as “arise,” “stick to,” and “work around.” In addition, occasional sentence structure is more complex, for example, “Just fight the thought with something like this: “...but I love how energized I feel after a workout.” Something else to consider is that the article switches between imperative and narrative sentences.		✓		
Knowledge Demands	This text is about every day, practical ideas such as eating, being organized, cleaning, and exercising.	✓			

Purpose	The title of the article implies that the purpose of the article is to address how long it takes to form a habit; however, the article doesn't explicitly answer the title. It describes the steps to form a habit and talks about it taking time, but it doesn't answer the question in the title.		✓		
Overall Placement		✓			
Notes for Supporting Learners	If this text is used as part of a unit about goal setting or health, the vocabulary will be addressed in the lesson, making this article slightly complex for the ELPS Level 3/CCRS Level B class. A good question for the class to consider is whether the content of the article answers the question in the title.				

This chart was created using the LINC examples and the Newsela article noted above.

Tool 3: Identifying Questions Worth Answering

Adapted from [College and Career Readiness Standards-in-Action Trainers Guide, Foundational Unit 3](#) (create a free login)

Key Advance 2. This advance emphasizes the ability to find evidence in a complex text; moreover, answering questions worth asking is a critical college and workplace skill. Students need to be able to engage with a text as well as extract and employ evidence from the text to support their answers to questions about the text. Students unable to locate evidence in a complex text are less likely to be able to read critically, find relevant information, or apply their knowledge in a college or workplace setting. Learning to find evidence to support answers is useful in reading college texts, scientific journals, writing evidence-based papers, and reading and writing workplace materials. The ability to cite evidence is a hallmark of strong readers and writers, and most college and workplace writing requires citing evidence as detail and support.

To cultivate their knowledge base, students must read and write regularly about complex texts that offer new vocabulary, new ideas, and new modes of thought. The next section entitled [Creating High Quality Writing Prompts](#) includes more information about creating well-crafted writing assignments tied to content-rich texts which can assist students in building and expanding their knowledge. It is the students' interaction with the components of the standards and the three Key Advances within the CCRS that support them to move through the levels that prepare adult learners for college and careers.

Text-dependent questions push students to rely solely on the text, not on their background knowledge, for insight and analysis. They require reliance on the language and mechanics of the text itself, rather than personal experience or opinion. These kinds of text-based questions probe the specifics of the text and avoid “canned” questions that could be asked about any text. Text-dependent questions identify the text as the “expert” in the room.

A note about prior knowledge: While bringing prior knowledge and experience into the classroom is important and essential for adult learners, it is crucial for educators to plan the building of knowledge based on texts and text-dependent questions in order to create an equitable “playing field.” For example, if classroom instruction requires learners to discuss a particular topic (e.g., comparing educational differences between prior classroom experience in other countries or cultures with the expectations for active learning in most American classrooms), evidence about the topic must be included as part of classroom instruction in the form of text-dependent questions. Learners must not be required to rely on their own prior knowledge and experience in order to participate in the activity. This way, learners can use their prior knowledge and experience to enhance their participation, but no learner will be put at a disadvantage for not having prior knowledge or experience about a topic (e.g., having had limited education due to childhood environment or interrupted education due to wartime displacement). The [Role of Prior Knowledge](#) in Section 2 provides additional information.

The following are some examples of non-text dependent and text-dependent questions:

Non-Text-Dependent Questions	Text-Dependent Questions
In the WHO poster “Oxygen Cylinder Safety,” there are rules for working with oxygen cylinders. What is your experience working with oxygen?	In the WHO poster “Oxygen Cylinder Safety,” there are rules for working with oxygen cylinders. According to the poster, how should oxygen cylinders be stored?
In “Letter from a Birmingham Jail,” Dr. King discusses nonviolent protest. Discuss a time when you wanted to fight against something that you felt was unfair.	Dr. King received a letter while he was in jail. What can you infer about that letter based on Dr. King’s “Letter from a Birmingham Jail” response?
From “The Adventures of Tom Sawyer,” identify the different methods of removing warts that Tom and Huck talk about and devise your own charm to remove warts. Are there cultural ideas or artifacts from today that could be used in the charm?	Why does Tom hesitate to allow Ben to paint the fence? How does Twain construct his sentences to reflect that hesitation? What effect does Tom’s hesitation have on Ben?

As an instructor, it is important to be able to identify questions worth answering. Good questions help students collect the evidence they need to support their claims and conclusions about a text they are reading.

Identifying Questions Worth Answering: Practice 1 (CCRS Level D/E)

Read the following excerpt, and complete Worksheet 1.

Linda R. Monk’s *The Words We Live By: Your Annotated Guide to the Constitution* from “The Preamble: We the People”

The first three words of the Constitution are the most important. They clearly state that the people—not the king, not the legislature, not the courts—are the true rulers in American government. This principle is known as popular sovereignty. But who are “We the People”? This question troubled the nation for centuries. As Lucy Stone, one of America’s first advocates for women’s rights, asked in 1853, “‘We the People’? Which ‘We the People’? The women were not included.” Neither were white males who did not own property, American Indians, or African-Americans—slave or free. Justice Thurgood Marshall, the first African-American on the Supreme Court, described the limitation: “For a sense of the evolving nature of the Constitution, we need look no further than the first three words of the document’s preamble: ‘we the people.’” When the founding fathers used this phrase in 1787, they did not have in mind the majority of America’s citizens ... the men who gathered in Philadelphia in 1787 could not ... have imagined, nor would they have accepted, that the document they were drafting would one day be construed by a Supreme Court to which had been appointed a woman and the descendant of

an African slave.” Through the Amendment process, more and more Americans were eventually included in the Constitution’s definition of “We the People.” After the Civil War, the Thirteenth Amendment ended slavery, the Fourteenth Amendment gave African-Americans citizenship, and the Fifteenth Amendment gave black men the vote. In 1920, the Nineteenth Amendment gave women the right to vote nationwide, and in 1971, the Twenty-Sixth Amendment extended suffrage to eighteen-year-olds.

Worksheet 1: Identifying Questions Worth Answering

The following worksheet with questions about *The Words We Live By: Your Annotated Guide to the Constitution* by Linda R. Monk offers practice with identifying questions about this authentic text to learn how text-dependent questions inform instruction.

Worksheet 1: Identifying Questions Worth Answering: *The Words We Live By* *Your Annotated Guide to the Constitution*

Use the following key to label the questions below. Questions can receive more than one mark/fulfill more than one category. If you answer N to a question in step 1, you do not need to work with the question again until step 4.

Steps:

1. **Y/N:** Could a student find evidence in the essay to answer this question?
2. **D:** Does a reader have to dig deep to answer this question?
3. **V:** Does the question ask about a vocabulary word in the essay?
4. **WA:** Is this a question worth asking? If not, could you revise it to make it worth asking?

Y/N	D	V	WA	Questions and Tasks:
				What is (and isn't) the meaning of "popular sovereignty"?
				Why does Monk claim that popular sovereignty is the form of government in America?
				What other forms of government are possible?
				Is Lucy Stone confused when she asks "Which 'We the People'"?
				Why does Monk ask this question: "Which 'We the People' has 'troubled the nation'"?
				Which other groups in the United States have not been included as part of "We the People"?
				What does the phrase "founding fathers" mean?
				Who were the most famous and important founding fathers?
				Why does Marshall think the founding fathers could not have imagined a female or Black Supreme Court justice?
				Having discussed the meaning of Marshall's quote, ask students to put his ideas in their own words, paraphrased briefly in two to three sentences while carefully considering sentence structure.
				What evidence is there in paragraph three to support Marshall's claim about "the evolving nature of the Constitution"?
				What other rights should be given to 18-year-olds other than the right to vote and serve in the Army?
				How does Marshall's presence on the Supreme Court illustrate the evolution of the Constitution?

Worksheet 1 Reflection

After you have read *The Words We Live By: Your Annotated Guide to the Constitution* and discussed it with your partner, decide together what is the enduring understanding⁹ or essential idea of the article.

Think about which questions were the most difficult to analyze and why.

Ask yourself: What is the enduring understanding (the big idea) of the excerpt? Think about whether any one of the questions is asking about that big idea and note it at the bottom of the worksheet.

After completing this activity, reflect on the following:

- Would the questions from Monk's essay ask students to dig deeply into the text and read carefully to arrive at a well-supported answer?
- Would students have to return to the text and read it carefully to answer the questions?
- How would the questions that you checked in the WA (Worth Asking) column in the worksheet strengthen students' reading comprehension?

Now that you have examined the above article, do the same for an excerpt from a transcript of a speech given by Eleanor Roosevelt, and complete Worksheet 2.

Identifying Questions Worth Answering: Practice 2 (CCRS Level E)

Read the following excerpt, and complete Worksheet 2.

Eleanor Roosevelt Speaks to Members of the American Civil Liberties Union Chicago, March 14, 1940

Now I listened to the broadcast this afternoon with a great deal of interest. I almost forgot what a fight had been made to assure the rights of the working man. I know there was a time when hours were longer and wages lower, but I had forgotten just how long that fight for freedom, to bargain collectively, and to have freedom of assembly, had taken.

Sometimes, until some particular thing comes to your notice, you think something has been won for every working man, and then you come across, as I did the other day, a case where

⁹ Similar to enduring understanding is an enduring issue, which could be helpful to note. In the GED®, an enduring issue is a challenge or problem that a society has faced and debated or discussed across time with varying degrees of success. The enduring issues found in the GED® Social Studies test include: 1) An individual's rights versus the good of the community, 2) Separation of powers, 3) Checks and Balances, and 4) States' rights versus federal power.

someone had taken the law into his own hands and beaten up a labor organizer. I didn't think we did those things any more in this country, but it appears that we do. Therefore, someone must be always on the lookout to see that someone is ready to take up the cudgels to defend those who can't defend themselves. That is the only way we are going to keep this country a law-abiding country, where law is looked upon with respect and where it is not considered necessary for anybody to take the law into his own hands. The minute you allow that, then you have acknowledged that you are no longer able to trust in your courts and in your law-enforcing machinery, and civil liberties are not very well off when anything like that happens; so I think that after listening to the broadcast today, I would like to remind you that behind all those who fight for the Constitution as it was written, for the rights of the weak and for the preservation of civil liberties, we have a long line of courageous people, which is something to be proud of and something to hold on to. Its only value lies, however, in the fact that we profit by example and continue the tradition in the future.

We must not let those people in back of us down; we must have courage; we must not succumb to fears of any kind; and we must live up to the things that we believe in and see that justice is done to the people under the Constitution, whether they belong to minority groups or not. This country is a united country in which all people have the same rights as citizens. We are grateful that we can trust in the youth of the nation that they are going on to uphold the real principles of democracy and put them into action in this country. They are going to make us an even more truly democratic nation.

Worksheet 2: Identifying Questions Worth Answering

The following worksheet with questions about Eleanor Roosevelt's Speech to Members of the American Civil Liberties Union offers practice with identifying questions about this authentic text to learn how text-dependent questions inform instruction.

Worksheet 2: Identifying Questions Worth Answering: Eleanor Roosevelt's Speech to the Members of the American Civil Liberties Union

Use the following key to label the questions below. Questions can receive more than one mark/fulfill more than one category. If you answer N to a question in step 1, you do not need to work with the question again until step 4.

Steps:

1. **Y/N:** Could a student find evidence in the essay to answer this question?
2. **D:** Does a reader have to dig deep to answer this question?
3. **V:** Does the question ask about a vocabulary word in the essay?
4. **WA:** Is this a question worth asking? If not, could you revise it to make it worth asking?

Y/N	D	V	WA	Questions and Tasks
				What broadcast had Eleanor Roosevelt listened to?
				What had Roosevelt forgotten? What had she almost forgotten? Why do you think she began her remarks in this way?
				A cudgel is a weapon, basically a club. In paragraph two, what contradiction does Roosevelt introduce in the sentence about cudgels and finish in the sentence after it?
				What does the word "that," which begins the fourth sentence in paragraph two, refer to? Explain.
				What has to happen to make sure the "long line of courageous people" who fought for civil liberties continues in the future? Where did Roosevelt talk about this?
				According to Roosevelt, what does it mean to "take the law into your own hands"? Why is it so important to preserving democracy that people <i>not</i> take the law into their own hands?
				Why was Roosevelt an important voice on the issues of civil liberties and justice?
				How are the youth of the nation going to make the United States "an even more truly democratic nation"?

Worksheet 2 Reflection

After you have read Eleanor Roosevelt's Speech to Members of the American Civil Liberties Union and discussed it with your partner, decide together what is the enduring understanding¹⁰ or essential idea of the article.

Think about which questions were the most difficult to analyze and why.

Ask yourself: What is the enduring understanding (the big idea) of the excerpt? Think about whether any one of the questions is asking about that big idea and note it at the bottom of the worksheet.

After completing this activity, reflect on the following:

- Would the questions from the article ask students to dig deeply into the text and read carefully to arrive at a well-supported answer?
- Would students have to return to the text and read it carefully to answer the questions?
- How would the questions that you checked in the WA (Worth Asking) column in the worksheet strengthen students' reading comprehension?

The following key (coding guide) can be used to label and/or guide the questions instructors create for any authentic text:

Coding Guide

Y/N = Yes/No

D = Deep

V = Vocabulary

- Could a student find evidence in the essay to answer this question? (Y/N)
- Does a reader have to dig deep to answer this question? (D)
- Does the question ask about a vocabulary word in the essay? (V)
- Is this a question worth asking? If not, could you revise it to make it worth asking? (Y/N, D, V)

¹⁰ Similar to enduring understanding is an enduring issue, which could be helpful to note. In the GED®, an enduring issue is a challenge or problem that a society has faced and debated or discussed across time with varying degrees of success. The enduring issues found in the GED® Social Studies test include: 1) An individual's rights versus the good of the community, 2) Separation of powers, 3) Checks and Balances, and 4) States' rights versus federal power.

Answer Key – Worksheet 1: Identifying Questions Worth Answering The Words We Live By: Your Annotated Guide to the Constitution

Use the following key to label the questions below. Questions can receive more than one mark/fulfill more than one category. If you answer N to a question in step 1, you do not need to work with the question again until step 4.

Yes/No: Could a student find evidence in the essay to answer this question?

D: Does a reader have to dig deep to answer this question?

V: Does the question ask about a vocabulary word in the essay?

WA: Is this a question worth asking? If not, could you revise it to make it a question worth asking?

Y/N	D	V	WA	Questions and Tasks:
Y	--	V	WA	What is (and isn't) the meaning of "popular sovereignty"?
Y	--	--	--	Why does Monk claim that popular sovereignty is the form of government in America?
N	--	--	--	What other forms of government are possible?
Y	--	--	WA	Is Lucy Stone confused when she asks "Which 'We the People'?"
Y	--	--	--	Why does Monk ask this question: "Which 'We the People' has 'troubled the nation'?"
Initially N, but Y with revision in italics				<i>According to the article</i> , which other groups in the United States have not been included as part of "We the People"?
Initially N, but Y with revision in italics				What does the phrase "founding fathers" <i>mean in the context of Thurgood Marshall's quote</i> ?
N	--	--	--	Who were the most famous and important founding fathers?
Y	D	--	WA	Why does Marshall think the founding fathers could not have imagined a female or Black Supreme Court justice?
Y	D	--		Having discussed the meaning of Marshall's quote, ask students to put his ideas in their own words, in a brief two- to three- sentence paraphrase, carefully considering sentence structure as they do.
Y	D	V	--	What evidence is there in paragraph three to support Marshall's claim about "the evolving nature of the Constitution"?
N	--	--	--	What other rights should be given to 18-year-olds other than the right to vote and serve in the Army?
Y	D	--	WA	How does Marshall's presence on the Supreme Court illustrate the evolution of the Constitution?

Answer Key – Worksheet 2: Identifying Questions Worth Answering Eleanor Roosevelt’s Speech to the American Civil Liberties Union

Use the following key to label the questions below. Questions can receive more than one mark/fulfill more than one category. If you answer N to a question in step 1, you do not need to work with the question again until step 4.

Yes/No: Could a student find evidence in the essay to answer this question?

D: Does a reader have to dig deep to answer this question?

V: Does the question ask about a vocabulary word in the essay?

WA: Is this a question worth asking? If not, could you revise it to make it a question worth asking?

Y/N	D	V	WA	Questions and Tasks:
N	--	--	--	What broadcast had Eleanor Roosevelt listened to?
Y	D	--	WA	What had Roosevelt forgotten? What had she almost forgotten? Why do you think she began her remarks this way?
Y	D	V	WA	A cudgel is a weapon, basically a club. In paragraph 2, what contradiction does Roosevelt introduce in the sentence about cudgels and finish in the sentence after it?
Y	--	--	--	What does the word “that,” which begins the fourth sentence in paragraph 2, refer to?
Y	D		WA	What has to happen to make sure the “long line of courageous people” who fought for civil liberties continues in the future? Where did Roosevelt talk about this?
Y	--	--	WA	According to Roosevelt, what does it mean to “take the law into your own hands?” Why is it so important to preserving democracy that people <i>not</i> take the law into their own hands?
N	--	--	--	Why was Roosevelt an important voice on the issues of civil liberties and justice?
Initially N, but Y with revision in italics				<i>According to Roosevelt</i> , how are the youth of the United States going to make it an even more truly democratic nation?
The enduring understanding should revolve around the principles of upholding democracy as a way of honoring the people before us who fought for the preservation of civil liberties and as a vehicle for bringing about more action and change.				

Tool 4: Creating High-Quality Writing Prompts

Adapted from [College and Career Readiness Standards-in-Action Trainers Guide, Foundational Unit 4](#) (create a login for free)

Key Advance 3: The Standards identify reading, researching, and writing about texts as the key to gaining knowledge. Creating high-quality writing prompts is essential for this. A well-crafted writing prompt can be a highly effective summative learning activity—not just for learning to write but also for reading comprehension and building knowledge.

There is a research-based rationale for building knowledge from texts:

- Prior knowledge is a strong predictor of students' ability to comprehend complex texts. To cultivate their knowledge, students must read and write regularly about content-rich, complex texts (Hampton and Kintsch).
- Writing about what they read improves students' comprehension of the text (and their writing skills) (Graham and Hebert).
- The reading deficit is integrally bound to a knowledge deficit (Hirsch). There are implications of building knowledge for instruction:
 - Provide coherent selections of content-rich, strategically sequenced texts so students can build knowledge about a topic.
 - *Always* demand evidence in student writing.
 - Provide well-crafted writing prompts as a summative learning activity, not only to improve writing, but also to strengthen reading comprehension.
 - Ask students to regularly conduct short, focused research projects and defend their point of view to create a useful and lasting knowledge base.

There are strategies instructors can use to identify and create strong writing prompts.

Creating High-Quality Writing Prompts: Example 1 (CCRS Level D/E)

Example Activity

An example activity for creating high-quality writing prompts involves an excerpt from Linda R. Monk's *The Words We Live By: Your Annotated Guide to the Constitution* (Lexile: 1250). This excerpt is available in this document in the preceding section entitled [Identifying Questions Worth Answering](#). Compare the following two writing prompts for this reading:

Prompt 1: The Constitution of the United States is one of the best-known documents about the rights of humans ever written. Yet it was written by men who themselves denied others (their own wives, mothers and daughters, people of color, people who rented rather than owned their homes) the same rights they were protecting in the Constitution. Write an essay exploring the irony of this fact. You can draw on the writing we studied, other parts of the Constitution, or

other sources to write this essay.

Prompt 2: Consider the claims made about the purpose of the Constitution and the source of its legitimacy traced in the excerpt from Linda R. Monk's *The Words We Live By: Your Annotated Guide to the Constitution*. How does Thurgood Marshall's presence on the Supreme Court illustrate the evolution of the Constitution? Use evidence from the excerpt to develop your answer.

Analysis: Use the CCRS Anchors to determine which prompt is aligned to the standards and which prompt is not.

Use these questions to guide your creation of writing prompts or when deciding if the prompt is aligned to the Standards:

1. Is the question worth asking?
2. Does it provide students with an opportunity to explore what they have learned from the text?
3. Does it ask students to include evidence from the text in their response?
4. Does the prompt use the language of the CCRS where appropriate?
5. Is the prompt reasonable for the time and energy allotted?

Based on your answers to the questions above, which prompt did you decide is the best? In other words, which prompt is most likely to push students to increase their language skills and build their knowledge?

Prompt 2 is the most effective prompt. Review the CCRS Anchors to determine which Reading, Writing, and Language Anchors are embodied in the CCRS-aligned writing prompt. Consider these questions:

1. What is the value of the text-dependent prompt (Prompt 2) compared with the other prompt (Prompt 1)?
2. What CCRS Reading, Writing, and Language Anchors do you think students would address when working on responses to Prompt 2?
3. What changes to your current practice might this type of writing require?

Check your work: The following CCRS Anchors are embodied in this writing prompt activity using *The Words We Live By: Your Annotated Guide to the Constitution*:

- CCRS Reading Anchors 1, 2, 3, 6, and 8
- CCRS Writing Anchors 1 and 9

Creating High-Quality Writing Prompts: Practice 1 (CCRS Level E)

Now look at the excerpt from Eleanor Roosevelt's Speech to the Members of the American Civil Liberties Union. Read the Roosevelt text as well as the high-quality, text-dependent questions written for it (available in the Toolbox entitled [Identifying Questions Worth Answering](#)) as you do

the following activity:

1. Use the enduring understanding or central idea identified to begin framing the prompt. A great prompt should get students to their own grasp of that enduring understanding.
2. Examine the CCRS Anchors for reading and writing to determine which standards you want to have students focus on in responding to this prompt.
3. Write a prompt. Consider whether it will produce writing for building an argument (CCRS Writing Anchor 1) or explanatory or informative writing (CCRS Writing Anchor 2) and label it.
4. Determine if your prompt meets the criteria below.

Criteria for High-Quality Writing Prompts:

- Require students to gather, organize, and present evidence from what they read.
- Expect students to return to the text.
- Use the language of the CCRS where appropriate.
- Give writers an opportunity to explore what they learned from the text.
- Require an exploration of the most essential ideas from the text.
- Are reasonable in terms of the time and energy allotted to students to complete the task.

After you have finished trying to create your own prompt, compare it to the example CCRS-aligned writing prompts for the Eleanor Roosevelt Speech below:

1. What thread unites Roosevelt's themes of justice for working people, preserving a law-abiding society, and respecting those who struggled before us?
2. What is the only thing that will make the sacrifices of the "long line of courageous people" who came before us worthwhile? Develop your answer by tracing the argument Roosevelt makes through this speech.

Additional CCRS Resources:

For those interested in face-to-face trainings, the above tools 2 - 4 are available as training modules on the LINCS website as [College and Career Readiness Standards-in-Action Trainers Guide, ELA/Literacy Foundational Units 2-4](#) (create a login for free).

References

- ACT, Inc. 2006. *Reading between the Lines: What the ACT Reveals about College Readiness in Reading*. Iowa City, IA: Author.
- Arizona Adult Education Standards
<https://www.azed.gov/sites/default/files/2020/09/Arizona%20Adult%20Education%20Content%20Standards%20for%20English%20Language%20Arts%20%28Revised%202018%2C%20Updated%2009-2019%29.pdf>
- Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York: Guilford Press.
<https://books.google.com/books?hl=en&lr=&id=Xan0HOrAh54C&oi=fnd&pg=PP1&dq=beck+mckeown+and+kucan&ots=ifbHzo8F2M&sig=MDXeXtLY3AwH3eHCmaDeN1iMqMw#v=onepage&q=beck%20mckeown%20and%20kucan&f=false>
- Carnevale, Anthony P., and Donna M. Desrochers. 2002. Connecting Education Standards and Employment: Course-taking Patterns of Young Workers. American Diploma Project: Workplace Study. Princeton, NJ: Educational Testing Service. Carnevale, Anthony P., and Donna M. Desrochers. 2003. Standards for What? The Economic Roots of K–16 Reform. Princeton, NJ: Educational Testing Service.
- Carnevale, A. P., Smith, V., & Strohl, J. (n.d.). Recovery: Job growth and education requirements through 2020 [PDF]. Georgetown Public Policy Institute: Center on Education & the Workforce.
https://cew.georgetown.edu/wp-content/uploads/2014/11/Recovery2020.ES_Web_.pdf
- CASAS. (n.d.). Retrieved July 1, 2019, from
<https://www.casas.org/>
- Development Process. (n.d.). Retrieved July 1, 2019, from
<https://www.thecorestandards.org/about-the-standards/development-process/>
- EFF Fundamentals. (n.d.). Retrieved July 1, 2019, from
<https://lincs.ed.gov/keywords/equipped-future-eff>
- Graham, S., and M. A. Hebert. 2010. Writing to Read: Evidence for How Writing Can Improve Reading. A Carnegie Corporation Time to Act Report. Washington, DC: Alliance for Excellent Education.
- Hampton, S., and E. Kintsch. 2009. *Supporting Cumulative Knowledge Building Through Reading*. In Adolescent Literacy, Field Tested: Effective Solutions for Every Classroom, eds. 2E.D.
- HECC. HECC analysis of occupation and earnings data from the Oregon Employment Department, 2018,
<https://qualityinfo.org/>
- Hirsch, Jr., The Knowledge Deficit: Closing the Shocking Education Gap for American Children (Boston: Houghton Mifflin, 2006).
- Recovery: Projections of Jobs and Education Requirements Through 2020: State Report, Oregon 2010-2020 Total Job Openings [PDF]. (n.d.). Georgetown Public Policy Institute: Center

on Education & the Workforce.

https://cew.georgetown.edu/wp-content/uploads/2014/11/Recovery2020.SR_Web_.pdf

National Governors Association Center for Best Practices (NGA), Council of Chief State School Officers. 2010a. Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Washington, DC: Author. Accessed January 14, 2013. <https://www.thecorestandards.org/read-the-standards/>

Pimentel, S. (2013, April). *College and Career Readiness Standards for Adult Education* (United States, U.S. Department of Education, Office of Vocational and Adult Education). Retrieved July 1, 2019, from <https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>

Resources by Topic: College and Career Standards. (n.d.). Retrieved July 15, 2020, from https://lincs.ed.gov/resource-collection?keys=&field_topic_target_id%5B7536%5D=7536

Student Achievement Partners. 2012. Description of Common Core Shifts. Accessed February 28, 2013. <https://achievethecore.org/>

Test Benchmarks for NRS Educational Functioning Levels [Docx]. (2019, March). National Reporting System for Adult Education. A project of the U.S. Department of Education; <https://nrsweb.org/resources/test-benchmarks-nrs-educational-functioning-levels-efl-updated-august-2023>

Williamson, Gary L. 2006. *Aligning the Journey with a Destination: A Model for K–16 Reading Standards* Durham, NC: MetaMetrics, Inc. Accessed February 20, 2013. <http://cdn.lexile.com/m/uploads/whitepapers/AligningtheJourneywithaDestination.pdf?rfcode>

Appendices

Appendix A: What the OACCRS Are Not

The OACCR Standards should be recognized for what they *are not* as well as what they are.

1. The standards do not specify a national or federal set of mandates, but rather articulate a framework of standards for states to employ to strengthen their adult education programs with respect to college and career readiness. (This statement points out that OCTAE has left the decision about a specific set of standards to each state. Oregon mandated use of the OACCRS by Title II-funded ABS programs beginning July 1, 2020.)
2. The order of the selected anchors within a level does not represent an order in which they are to be taught or a hierarchy of importance.
3. 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.
4. 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.
5. 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.
6. 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 instructors, curriculum developers, program administrators, and states in deciding what (if any) content to add.
7. While the Mathematics and English Language Arts (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.

Appendix B: Resources

DIGITAL LITERACY

Digital Skills for an Equitable Recovery: Policy recommendations to address the digital skill needs of workers most vulnerable to displacement

<https://nationalskillscoalition.org/resource/publications/digital-skills-for-an-equitable-recovery/>

Applying a Racial Equity Lens to Digital Literacy: How workers of color are affected by digital skill gaps

<https://nationalskillscoalition.org/resource/publications/applying-a-racial-equity-lens-to-digital-literacy/>

The New Landscape for Digital Literacy: How workers' uneven digital skills affect economic mobility and business competitiveness, and what policymakers can do about it

<https://nationalskillscoalition.org/wp-content/uploads/2020/12/05-20-2020-NSC-New-Landscape-of-Digital-Literacy.pdf>

NATIONAL STANDARDS

College and Career Readiness Standards for Adult Education: The OACCRS includes these CCR Standards

<https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>

English Language Proficiency Standards for Adult Education (For English language learners): This link contains the federal ELP Standards

<https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf>

NATIONAL PROFESSIONAL DEVELOPMENT

National Skills Coalition: A wealth of information about federal and state policies and national initiatives

<https://nationalskillscoalition.org/>

Professional Development Units for CCR Standards in ELA/Literacy—Foundational: Activities that introduce the key instructional advances of the CCR standards for ELA/literacy

<https://lincs.ed.gov/state-resources/federal-initiatives/sia/instructional-shifts#ela1-4>

Professional Development Units for CCR Standards in ELA/Literacy—Advanced: Activities that introduce the key instructional advances of the CCR standards for ELA/literacy

<https://lincs.ed.gov/state-resources/federal-initiatives/sia/instructional-shifts#ela1-4>

Preparing Adult English Language Learners for State-Adopted Academic Content

Standards: Three e-learning modules for professional development regarding ELP Standards

<https://lincs.ed.gov/state-resources/federal-initiatives/elp-standards>

OTHER STATES' CCRS PROFESSIONAL DEVELOPMENT

Kentucky Skills: College and Career Readiness Standards-Based Instruction Resources

<https://kyskillsu.ky.gov/Educators/Pages/college-and-career-standards-based-instruction.aspx>

Massachusetts Adult Education Professional Development System: Links to CCRSAE resources

<https://www.sabes.org/CCRStandards>

Atlas - ABE Teaching and Learning Advancement System: Minnesota CCRS resources

<http://atlasabe.org/resources/content-standards>

Minnesota Literacy Council: Resources for teaching CCRS Reading at the Foundational Level
Minnesota Literacy Council offers a free (with a login), self-paced, flexible, and interactive course facilitated by Marn Frank, ATLAS Literacy & STAR Coordinator. This course, along with others, is available through the Minnesota Literacy Council

<https://www.literacymn.org/>

Journal of Research and Practice for Adult Literacy, Secondary, and Basic Education:

This COABE & Rutgers resource includes information about prioritizing standards and “retrofitting” lesson plans

<https://coabe.org/wp-content/uploads/2019/09/2017SpringCOABEJournal.pdf>

IMPLEMENTATION

Handbook for Sustaining Standards-Based Education in Adult Education:

<https://lincs.ed.gov/publications/pdf/SustainingStandards-BasedEd.pdf>

Checklists for Assessing Effective Implementation:

<https://lincs.ed.gov/publications/pdf/Sustaining-Standards-Based-Education-supplement.pdf>

STANDARDIZED ASSESSMENTS AND THE CCRS

College and Career Readiness Standards (CCRS) and GED® 2014 Resource List:

https://www.paadultedresources.org/wp-content/uploads/2017/10/2014-resource_list-1-25-18.pdf

Alignment to CASAS Reading GOALS 2:

<https://www.casas.org/product-overviews/assessments/reading-goals-2>

RESOURCES FOR TEACHERS

Lesson Plan Building and Sharing Tools: This journal includes tools for building lesson plans and sharing instructional materials.

<https://www.sabes.org/sites/default/files/resources/LP%20Tools%20David%20Rosen%20Review.pdf>

CCR Observation Tool for ELA/Literacy: This tool provides concrete examples of what college and career readiness (CCR) standards in ELA/literacy look like in daily planning and practice. It is a tool for instructors, those who support instructors, and others working to implement CCR standards.

https://valrc.org/learning/sbi/docs/14-CCRS-ELA-ObservationTool_a.pdf

I-BEST Collaborative Planning for Learning Outcomes: This resource can be used for IETs.

<https://www.sbctc.edu/colleges-staff/programs-services/i-best/collaborative-planning.aspx>

LINCS RESOURCES FOR TEACHING ADULTS TO READ

LINCS offers a variety of free resources for instructors, tutors, and program administrators who are interested in learning more about teaching adults to read. These resources include in-person trainings, an online series of courses, and research-based reports. The series is based on a three-day workshop on the four components of reading, developed by three experts in the field of adult basic education and literacy: Dr. John R. Kruidenier, Susan McShane, and Dr. Rosalind Davidson.

<https://lincs.ed.gov/professional-development/resource-collections/profile-136>

TRAINING RESOURCES

College and Career Readiness Standards-in-Action Trainers Guide Training modules including slide presentations, facilitator guides, and participant materials are available through LINCS. The self-study materials in our Teacher Toolbox were adapted from these professional development units.

<https://lincs.ed.gov/state-resources/federal-initiatives/sia/instructional-shifts#ela1-4>

Appendix C: Glossary

Academic Words / Academic Word List (AWL) - Words which characterize mature discourse and appear in a wide variety of written texts, regardless of the subject matter (e.g., coincidence; reform; benefit); Beck et al. (2002) call these Tier 2 words; the Corpus of Contemporary American English or COCA (<http://corpus.byu.edu/coca/>) provides a list of the most common academic and service words used in spoken and written American English, and the Academic Word List provides a list of the most common academic words found in English texts.
<https://www.wgtn.ac.nz/lals/resources/academicwordlist>

Adult Attainment Goal - The Adult Attainment Goal for Oregon is: “Oregon anticipates more than 120,000 additional jobs requiring post-secondary training or education between now and 2030. In order to meet this need, 300,000 additional adult Oregonians should earn a new degree, certificate or credential valued in the workforce during that time. Because Oregon has substantial attainment gaps among minority, low income and rural Oregonians, the state will also commit to reducing those attainment gaps by half during the decade.” Source:
<https://www.oregon.gov/highered/policy-collaboration/Pages/state-goals.aspx>

Advance Organizer - A type of graphic organizer utilized prior to instruction

Alphabetic Principle - The concept that written letters are symbols used to represent sounds and that these symbols and sounds are used to form a language

Anchors - Also referred to as Anchor Standards in the CCRS, anchors constitute skills or understandings that readers, writers, listeners, and speakers should acquire to prepare for success in college or a career

ATOS - A computer program produced by Renaissance Learning that measures text complexity quantitatively and incorporates two formulas: ATOS for Text can be applied to almost any text sample both short written and spoken, and ATOS for Books, specifically for books; both formulas measure text based on these four variables: words per sentence, average grade level of words, and characters per word; an ATOS analyzer is available at the following website:
<https://www.renaissance.com/products/practice/accelerated-reader-360/atos-and-text-complexity/>

Career Pathways - Career Pathways are sequences of high-quality education, training, and services connected to industry, with entry and exit points that allow individuals to achieve education and employment goals over time; these Career Pathways may include apprenticeships, on the job training, industry recognized credentials, non-credit training and certificates, credit certificates, and degrees

CCRS - College and Career Readiness Standards, a subset of the Common Core State Standards

CCSS - Common Core State Standards for K-12

CCWD - Office of Community College and Workforce Development

Degrees of Reading Power® (DRP®) - A computer program produced by Questar Assessment, Inc. that measures text complexity quantitatively, including word length, sentence length, and word familiarity, to arrive at a readability rating that ranges from 0-100; most common texts range from about 25-85 DRP units; visit <https://www.questarai.com/drp-docs/Degrees-of-Reading-Power-Report-Interpretation-Guide.pdf> for more information about Degrees of Reading Power

Dolch List - The Dolch Word List is a list of words frequently used in English (https://sightwords.com/pdfs/word_lists/dolch_all.pdf)

Everyday Words - Words which are common in everyday speech (e.g., *walk*; *man*; *great*); Beck, et al (2002) call these words Tier 1, and native-English speakers are likely to learn these through participation in everyday life; non-native English speakers, however, may need to be taught these words

ELA - Acronym that stands for English Language Acquisition and English Language Arts; in this document, it will refer only to English Language Arts

ELL - Acronym that stands for English Language Learners. Refers to students who are learning English as a non-native language.

ESL - Acronym that stands for English as a Second Language, used to describe programs where English is taught as a non-native language

ESOL - Acronym that stands for English for Speakers of Other Languages, which has come into favor as being a more accurate representation of English language acquisition programs and students who may speak multiple languages before learning English

Flesch-Kincaid - A computer program that measures text complexity quantitatively, which is in the public domain; this non-proprietary program considers word and sentence length to determine vocabulary difficulty and sentence structure complexity

General Service List (GSL) - The General Service List and the Revised General Service List are a collection of the most commonly used words which are helpful for English Language Learners and others who are not exposed regularly to standard English. A complete list can be found at: <http://www.newgeneralservicelist.org/>

IET - Integrated Education and Training (IET) is a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement

Jigsaw Activity - This is a classroom activity where information is broken into pieces that the group assembles to complete the “jigsaw.” Students are then split into groups with one member assigned to each topic. This type of activity is used to encourage cooperative learning.

HECC - The State of Oregon's Higher Education Coordinating Commission (HECC) is the primary state entity responsible for ensuring pathways to postsecondary education success for

Oregonians statewide, and serves as a convener of the groups and institutions working across the public and private higher education arena

Key Advances - A focus on three foundational learner skills: 1) understanding complex texts, 2) identifying evidence, and 3) building knowledge; these advances are the result of national research on the Common Core State Standards (CCSS) for K-12 education

Key Shifts - This term is used interchangeably with the term Key Advances in the CCRS.

L - The acronym used to cite the Language anchors in the Common Core State Standards (CCSS)

Learning Standard - A statement of what learners should know and be able to do in a particular skill area; this statement reflects a shared vision of what is essential for *all* learners

Lexile Framework - MetaMetrics measurement that represents both the complexity of texts quantitatively as well as a student's reading ability; Lexile measures are represented with a number followed by an L (e.g., 560L) and measure the variables of word frequency and sentence length; a Lexile analyzer is available at the following website:

<https://lexile.com/educators/tools-to-support-reading-at-school/tools-to-determine-a-books-complexity/the-lexile-analyzer/>

Literary Techniques - Tools used by authors to produce a specific effect on the reader (examples include imagery, figurative language, alliteration, repetition, flashback, foreshadowing); literary techniques can be discussed when referencing bumper stickers, advertisements, greeting cards, editorials, etc. in addition to short stories, poems, plays, or essays

NRS - The National Reporting System for Adult Education, the accountability system for the federally funded adult education programs, authorized by Section 212 of the Workforce Innovation and Opportunity Act (WIOA)

OALS - Oregon Adult Learning Standards, the version of Oregon's Learning Standards in effect between 2016 and 2018

OCABSD - Acronym for Oregon Council for Adult Basic Skills Development

OED - Acronym for Oregon Employment Department

Oregon ABS Learning Standards - Oregon Adult Basic Skills Learning Standards, the version of Oregon's Learning Standards in effect between 2009 and 2015

OVAE - The U.S. Department of Education Office of Vocational and Adult Education

Perkins V - This is the federal legislation that funds career and technical education (CTE). Perkins is dedicated to increasing learner access to high-quality Career Technical Education (CTE) programs of study. With a focus on systems alignment and program improvement, Perkins is critical to ensuring that programs are prepared to meet the ever-changing needs of

learners and employers.

Pronounce - In reading, the focus is on correctly recognizing and saying a word encountered in print to access meaning that may be attached to the word through one's oral vocabulary; dialect and accent are not the focus.

Qualitative Dimension of Text Complexity - Qualitative dimensions include 1) structure, 2) language conventionality and clarity, 3) knowledge demands, and 4) levels of meaning (in literary texts) or purpose (in informational texts); see [Tool 1: Selecting Texts Worth Reading](#) for more detailed information

Quantitative Dimension of Text Complexity - The measure of a text's complexity based on the frequency of the word, sentence length, and text cohesion, three aspects that are often more easily measured by computer analysis; Anchor 10 of the Reading Standard contains the six quantitative measures of text complexity in the CCRS and OACCRS; see [Tool 1: Selecting Texts Worth Reading](#) for more information.

Reading Maturity - A computer program that measures text complexity quantitatively produced by Pearson Education; this metric estimates how much reading experience is necessary to achieve adult knowledge of the meaning of each word, sentence, and paragraph of each text, with scores ranging from below 200L for beginning readers to above 1600L for the most advanced materials

RF - Acronym used to cite the Reading Foundations anchors in the Common Core State Standards (CCSS)

RH - Acronym used to cite the Reading Historical/Social Studies Text anchors in the Common Core Standards (CCSS)

RI - Acronym used to cite the Reading Informational Text anchors in the Common Core Standards (CCSS)

RL - Acronym used to cite the Reading Literature anchors in the Common Core Standards (CCSS)

RST - Acronym used to cite the Reading Scientific and Technical Text anchors in the Common Core Standards (CCSS)

Scaffolding - A variety of instructional techniques used to support understanding and develop greater learner fluency, range, and independence; see [Tool 1: Four Dimensions of Performance](#)

SourceRater - A computer program produced by Educational Testing Service (ETS) that measures text complexity quantitatively; it looks for evidence of text variation and rates complexity based on these factors: syntactic complexity, vocabulary difficulty, level of abstraction, referential cohesion, connective cohesion, degree of academic orientation, degree of narrative orientation, and paragraph structure

Standard - A measurement that others of a similar type are compared to or the expected level

of quality

Terms - Words which are specific to a particular domain or subject matter (e.g., peninsula; isotope). Beck et al., (2002) call these words Tier 3 words, also known as “technical vocabulary” or “content vocabulary”

Text Complexity - The qualitative and quantitative measures of a text; quantitative measures are detailed in Anchor 10 of the Reading Standard; see Qualitative Rubric for Informational Texts in [Tool 2: Selecting Texts Worth Reading](#)

Text-dependent questions - Questions that encourage students to rely solely on the text, not on their background knowledge, for insight and analysis. They require reliance on the language and mechanics of the text itself, rather than personal experience or opinion. These kinds of text-based questions probe the specifics of the text and avoid “canned” questions that could be asked of any text. Text-dependent questions identify the text as the “expert” in the room.

Tier 1 Words - See **Everyday Words**

Tier 2 Words - See **Academic Words**

Tier 3 Words - See **Terms**

Venn Diagram - A graphic organizer that is made up of two or three overlapping circles; Venn diagrams can be used to compare and contrast the characteristics of any items, such as groups of people, individual people, books, and characters

W - Acronym used to cite the Writing anchors in the Common Core State Standards (CCSS)

WHST - Acronym used to cite the Writing for History/Social Studies, Scientific and Technical Subjects anchors in the Common Core State Standards (CCSS)

WIOA - Workforce Innovation and Opportunity Act is a United States public law that replaced the previous Workforce Investment Act of 1998 as the primary federal workforce development legislation to bring about increased coordination among federal workforce development and related programs