

OREGON ADULT COLLEGE & CAREER READINESS STANDARDS

Language Arts Handbook



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Preface

Greetings from the Leadership of Oregon’s Adult Basic Skills Program:

After months of hard work among dedicated faculty, program directors, and the Adult Basic Skill (ABS) leadership team at CCWD, our statewide collaborative is pleased to announce the release of 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, have long been 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 as we plan for this transition together.

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 an 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 will strategically position Title II programs to align implementation efforts with our partner initiatives, such as Perkins V, Career Pathways and the WIOA state plan. Additionally, OACCRS will provide a framework for helping both state and local partners coordinate services for reaching the Adult Attainment Goal in Oregon.

Over the course of the next year, CCWD will work closely with local program directors and ABS faculty to develop a two-year implementation plan that will support programs in making a successful transition to CCRS. Using existing resources that have already been aligned to national standards, training will 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. A training platform will be designed to meet the professional development needs of Title II programs as we move toward implementing OACCRS as the primary standards in Oregon together.

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,

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Oregon ABS State Director

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OCABSD Chair (2018-19)

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.

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Introduction: Oregon’s Evolving 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. Effective standards that are fully-implemented have 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*²—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)³, 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 Framework, the Listen Actively and Speak so Others Can Understand Framework, and the Use Math to*

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

²United States, U.S. Department of Education, Office of Vocational and Adult Education. (n.d.). *Promoting College and Career-Ready Standards in Adult Basic Education*. Retrieved July 1, 2019, from <https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/factsheet/promoting-college-career.pdf>

³EFF Fundamentals. (n.d.). Retrieved July 1, 2019, from <https://eff.clee.utk.edu/fundamentals/default.htm> Equipped for the Future

Communicate and Solve Problems Framework in 2010, followed by the *Write to Express Meaning Framework* in 2014.

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.⁴

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)*.⁵ 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—to date adopted by 46⁶ states for K–12 programs—that such a consensus emerged. 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).⁷

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.”⁸ 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.

⁴ Development Process. (n.d.). Retrieved July 1, 2019, from <http://www.corestandards.org/about-the-standards/development-process/>

⁵ 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>

⁶ 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>
As of September, 2017, 34 states and the District of Columbia maintained CCSS adoption and 11 have announced major revisions or replacements. One state, Minnesota, adopted CCSS only in English/Language Arts.

⁷ Pimentel, S. (n.d.). *College and Career Readiness Standards for Adult Education* (United States, U.S. Department of Education, Office of Vocational and Adult Education). Salem, OR.

⁸ Pimentel, S. (n.d.). *College and Career Readiness Standards for Adult Education* (United States, U.S. Department of Education, Office of Vocational and Adult Education). Salem, OR.

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 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).⁹

In 2013, the Georgetown Center on Education and the Workforce reemphasized the essential relationship between education and employment, stating that by 2020, 65 percent of all jobs in the U. S. will require postsecondary education and training beyond high school.¹⁰ 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 Language Acquisition (ELA) 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 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).

⁹ Pimentel, S. (n.d.). College and Career Readiness Standards for Adult Education (United States, U.S. Department of Education, Office of Vocational and Adult Education). Salem, OR.

¹⁰ 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://1gyhoq479ufd3yna29x7ubjn-wpengine.netdna-ssl.com/wp-content/uploads/2014/11/Recovery2020.ES_Web_.pdf

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 will be 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 easy to locate; and they are free.¹¹

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

OCTAE has contributed resources specific to CCRS to the LINC'S College and Career Standards Collection.¹² LINC'S 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, *CASAS GOALS Reading* and *CASAS GOALS Math*, which are directly aligned to the CCR Standards.¹³ These tests are included in the new test benchmarks and educational functioning levels (EFL) chart which was published in March 2019,¹⁴ fulfilling the second promise of OVAE's *Promoting College and Career-Ready Standards in Adult Basic Education* initiative.

¹¹ Pimentel, S. (n.d.). *College and Career Readiness Standards for Adult Education* (United States, U.S. Department of Education, Office of Vocational and Adult Education). Salem, OR.

¹² Resources By Topic: College and Career Standards. (n.d.). Retrieved July 1, 2019, from <https://lincs.ed.gov/professional-development/resource-collections/by-topic/College%20and%20Career%20Standards>

¹³ CASAS. (n.d.). Retrieved July 1, 2019, from <https://www.casas.org/> Main website

¹⁴ *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-march-2019>

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 of OALS in allowing Oregon to reach current levels of success for students, the agreement stipulated that parts of OALS should be retained as long-standing and well-respected 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 new 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 have been developed to meet these goals and to strengthen the place of adult learners in Oregon, where 69% of job openings will require education beyond high school by 2020.¹⁵ 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 has taken the first steps toward implementation. The Handbook provides support with multiple views of standards, specific tools for teaching, and dozens of resources that will assist in curriculum development and delivery. CCWD will reinvigorate statewide and regional professional development opportunities and support 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, information about the CCR Standards is taken from College and Career Readiness Standards for Adult Education (April 2013).

¹⁵ 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://1gyhoq479ufd3yna29x7ubjn-wpengine.netdna-ssl.com/wp-content/uploads/Oregon-Recovery.pdf>

Oregon Adult College and Career Readiness Standards for Language Arts

There are three sections to the Oregon Adult College and Career Readiness Standards (OACCRS) for Language Arts (LA). Section 1 is a detailed explanation of the **Key Advances**, the underlying principles throughout the OACCRS-LA that guide teaching and learning; Section 2 is the **Oregon Adult CCR Standards (LA)** which include Reading, Writing, Language and Reading Foundational Skills; Section 3 is the **Teacher Toolbox and Appendices**, which contain resources to help teachers better understand and use the Standards. The **Toolbox** is an adaptation of the units from the national CCRS training modules, designed to help instructors use the CCRS in their teaching and understand how the **Key Advances** propel the Standards. The **Appendices** contain additional materials that extend the understanding of the Standards.

Section 1: 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. 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 key shifts 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”.¹⁶

A brief explanation of each key advance in the OACCRS-LA is as 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).

¹⁶ Unless otherwise noted, information about the CCR Standards is taken from College and Career Readiness Standards for Adult Education available at: 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 June 24, 2019, from <https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>

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, 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 Skill* 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 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 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 will prepare them for college and careers. Given that literacy across the disciplines is one of the goals of adult education, the OACCRS-LA place emphasis on 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.

Section 2: The Standards

The Oregon Adult College and Career Readiness Standards for Language Arts (OACCRS-LA) adopt the national CCRS (which are based on the Common Core State Standards) while still retaining the former Oregon Adult Learning Standards (OALS) Read with Understanding (Now called “Reading Process Skills”) and Write to Express Meaning (Now called “Writing 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 Explained

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. For example, 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 metacognitively think about 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 re-reading, 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 students make connections from their experience to the text, they have a scaffolding 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 and 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 (RST.9-10.1) after each level specific descriptor is placed there for several purposes. First of all, it is a reference to the specific CCSS anchor that it comes from. Secondly, the citation can aid in online searches for more anchor level-specific topics in that area (i.e., literature, science, etc.). Lastly, the citation can help with searching for lesson plan ideas. See the key below.

Reading Standards	
<p>Key: The citation at the end of each standard 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.</p>	
RI: Reading Informational Text	RH: Reading Historical/Social Studies Text
RL: Reading Literature	RST: Reading Scientific and Technical Text

A	B	C	D	E
<p>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)</p>				
<p>Ask and answer questions about key details in a text. (RI/RL.1.1)</p>	<p>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)</p>	<p>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)</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.5.1)</p>	<p>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)</p> <p><i>Application:</i> cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1)</p> <p><i>Application:</i> cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1)</p>	<p>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)</p> <p><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)</p> <p><i>Application:</i> cite specific textual</p>

				evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (RST.9-10.1)
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A	B	C	D	E
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.)				
Identify the main topic and retell key details of a text. (RI.1.2)	Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.3.2)	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)	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) 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)	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) 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)

A	B	C	D	E
<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.)</p>				
<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>

A	B	C	D	E
<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. <i>(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)</i></p>				
<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) <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>

A	B	C	D	E
<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. <i>(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)</i></p>				
<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>

A	B	C	D	E
<p>CCR Reading Anchor 6: Assess how point of view or purpose shapes the content and style of a text. (<i>Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.</i>)</p>				
<p>There is no descriptor at this level.</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 which details they include and emphasize in their respective accounts. (RH.9-10.6)</p>

A	B	C	D	E
<p>CCRS Reading Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. <i>(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)</i></p>				
<p>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>	<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>

A	B	C	D	E
<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. <i>(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)</i></p>				
<p>Identify the reasons an author gives to support points in a text. (RI.1.8)</p>	<p>Describe how reasons support specific points the author makes in a text. (RI.2.8)</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>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)</p>	<p>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)</p>

A	B	C	D	E
<p>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. <i>(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)</i></p>				
<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, the Gettysburg Address, Roosevelt's Four Freedoms speech, 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 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</p>

				and contrast treatments of the same topic in several primary and secondary sources. (RH.9-10.9)
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CCRS Reading Anchor 10: Read and comprehend complex literary and informational texts independently and proficiently.¹⁷

Associated Quantitative Measures of Text Complexity to B-E Levels of Learning (See *glossary for explanations of each quantitative measures*)

Common Core Band	ATOS	Degrees of Reading Power® (DRP®)	Flesch-Kincaid	The Lexile Framework¹⁸	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
11th - CCR (E)	11.20 - 14.10	67 - 74	10.34 - 14.2	1185 - 1385	9.57 - 12.00	12.30 - 14.50

¹⁷ See Appendix D of the CCRS for research explaining the importance of text complexity in reading achievement. See [Teacher Toolbox, Tool 1: Selecting Texts worth Reading](#) in this document for additional information about quantitative and qualitative measures of text complexity.

¹⁸ Visit <https://lexile.com/educators/> for more information about the lexile framework.

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 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 Explained

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, they use punctuation for effect and attend to capitalization and spelling. Skilled writers also use tools such as dictionaries, thesauruses, rubrics and style guides as needed.

CCRS Anchors for Writing

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 has added this anchor to its standards; it does not appear in the CCRS).

CCRS Writing Anchors With Level-Specific Descriptors

The citation (RST.9-10.1) after each level specific descriptor is placed there for several purposes. First of all, it is a reference to the specific CCSS anchor that it comes from. Secondly, the citation can aid in online searches for more anchor level-specific topics in that area (i.e., literature, science, etc.). Lastly, the citation can help with searching for lesson plan ideas. See the key below.

WRITING STANDARDS
Key: The citation at the end of each standard 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.
W: Writing
WHST: Writing for History/Social Studies, Scientific and Technical Subjects

A	B	C	D	E
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.				
	<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>.¹⁹</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, <u>and clauses</u> (e.g., <u>consequently, specifically</u>).</p> <p>Provide a concluding statement or section <u>related to the opinion presented</u>. (W.5.1)</p>	<p>Write <u>arguments to support claims with clear</u> reasons and relevant evidence.</p> <p>Introduce <u>claim(s), 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>Use words, phrases, and clauses <u>to create cohesion and clarify the relationships among claim(s), reasons, and evidence</u>.</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</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,</u> reasons and evidence.</p> <p><u>Develop</u> claim(s) <u>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, create</u></p>

¹⁹To show how the standards for writing and speaking and listening progress, differences in wording from level to level are underlined.

			<p><u>presented.</u> (W.7.1)</p>	<p>cohesion, and clarify the relationships <u>between claim(s) and reasons, between reasons and evidence, 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> <p>Provide a concluding statement or section that follows from and supports the argument presented. (W/WHST.9-10.1)</p>
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A	B	C	D	E
<p>CCR 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.</p>				
<p>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>	<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; include formatting (e.g., headings), illustrations, and multimedia</u> when useful to aiding comprehension.</p> <p>Develop the topic with facts, definitions, <u>concrete details, quotations, or other information and examples related to the topic.</u></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>Provide a concluding statement or section <u>related to the</u></p>	<p>Write informative/explanatory texts to examine a topic and convey ideas, <u>concepts, and information 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; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect;</u> include formatting (<i>e.g., headings</i>), <u>graphics (e.g., charts, tables), and multimedia</u> when useful to aiding comprehension.</p> <p>Develop the topic with <u>relevant facts, definitions, concrete details, quotations, or other information and</u></p>	<p>Write informative/explanatory texts to examine and convey <u>complex ideas, concepts, and information clearly and accurately</u></p>

		<p><u>information or explanation</u> presented. (W.4.2)</p>	<p>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>	
A	B	C	D	E
<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.</p>				
<p>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)</p>	<p>Write narratives in which they recount <u>a well-elaborated event or short sequence of events</u>, include details <u>to describe actions, thoughts, and feelings</u>, use temporal words to signal event order, and provide <u>a</u> sense of closure. (W.2.3)</p>	<p>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.</p>		

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

A	B	C	D	E
<p>CCRS Writing Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</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>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</u> collaborate <u>with others</u>. (W.3.6)</p>	<p>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)</p>	<p>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)</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>CCRS Writing Anchor 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</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>Conduct short research projects that build knowledge about a topic. (W.3.7)</p>	<p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7)</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>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>

A	B	C	D	E
<p>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.</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>Recall information from experiences or gather information from <u>print and digital sources</u>; <u>take brief notes on sources and sort evidence into provided categories</u>. (W.3.8)</p>	<p>Recall <u>relevant</u> information from experiences or gather <u>relevant</u> information from print and digital sources; <u>summarize or paraphrase information in notes and finished work, and provide a list of sources</u>. (W.5.8)</p>	<p><u>Gather</u> relevant information from <u>multiple</u> print and digital sources, <u>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</u>. (W/WHST.6-8.8)</p>	<p>Gather relevant information from multiple <u>authoritative</u> print and digital sources, using <u>advanced</u> searches effectively; assess <u>the usefulness of each source in answering the research question; 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)</p>

A	B	C	D	E
<p>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).</p>				
<p>Note: This standard does not begin until grade 4 in the Common Core State Standards.</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply Reading Standards 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 standards 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 Standards 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 standards 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 Standards 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 standards 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>	

Language Standards

Language Process Explanation

The OACCRS Language Standards are emphasized in the last component of the Writing Process Skills Explained as “Use English language conventions and edit text to increase reader understanding and meet the writing purpose” and are detailed in the College and Career Readiness Anchor Standards and Level-Specific Descriptors for Language.

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 (RST.9-10.1) after each level specific descriptor is placed there for several purposes. First of all, it is a reference to the specific CCSS anchor that it comes from. Secondly, the citation can aid in online searches for more anchor level-specific topics in that area (i.e., literature, science, etc.). Lastly, the citation can help with searching for lesson plan ideas. See the key below.

LANGUAGE STANDARDS
Key: The citation at the end of each standard 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

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

<p>occurring nouns and verbs.</p> <p>Use frequently occurring conjunctions (<i>e.g., and, but, or, so, because</i>).</p> <p>Use determiners (<i>e.g., articles, demonstratives</i>).</p> <p>Use frequently occurring prepositions (<i>e.g., during, beyond, toward</i>).</p> <p>Understand and use question words (interrogatives) (<i>e.g., who, what, where, when, why, 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 merge²⁰)</p>	<p>simple (<i>e.g., I walked; I walk; 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 (<i>e.g., 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)</p>	<p>Use verb tense to convey 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 (<i>e.g., a small red bag rather than a red small bag</i>)</p> <p>Form and use prepositional phrases.</p> <p>Use correlative conjunctions (<i>e.g., either/or, neither/nor</i>).</p> <p>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>Correctly use frequently confused words (<i>e.g., to, too, tow, there, their</i>). (L.4.1 and 5.1 merge)</p>	<p>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>	
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²⁰ “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.

A	B	C	D	E
CCRS Language Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>Capitalize dates and names of people.</p> <p>Recognize and name end punctuation.</p> <p>Use end punctuation for sentences.</p> <p>Use commas in dates and to separate single words in a series.</p> <p>Write a letter or letters for most consonant and short-vowel sounds (phonemes)</p> <p>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>Use conventional spelling for words</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Capitalize holidays, product names, and geographic names.</p> <p>Capitalize appropriate words in titles.</p> <p>Use commas in greetings and closings of letters.</p> <p>Use commas in addresses.</p> <p>Use commas and quotation marks in dialogue.</p> <p>Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>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>).</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use correct capitalization.</p> <p>Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>Use punctuation to separate items in a series.</p> <p>Use a comma to separate an introductory element from the rest of the sentence.</p> <p>Use a comma to set off the words yes and no (e.g., Yes, thank you), 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>).</p> <p>Use underlining, quotation marks, or italics to</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use punctuation (commas, parentheses, ellipsis, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>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>").</p> <p>Use an ellipsis to indicate an omission.</p> <p>Spell correctly. (L.6.2 through 8.2 merge)</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>Use a colon to introduce a list or quotation.</p> <p>Spell correctly. (L.9-10.2)</p>

<p>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 (<i>e.g.</i>, <i>cage</i>→<i>badge</i>; <i>boy</i>→<i>boil</i>).</p> <p>Use spelling patterns and generalizations (<i>e.g.</i>, <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) 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>indicate 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>		
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A	B	C	D	E
<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.</p>				
<p>Note: This standard does not begin until grade 2 in the Common Core State Standards.</p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Choose words and phrases for effect. 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> <ol 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 (<i>e.g., presenting ideas</i>) and situations where informal discourse is appropriate (<i>e.g., small-group discussion</i>). Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (<i>e.g., dialects, registers</i>) used in stories, 	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol 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) 	<p><i>There is no descriptor at this level.</i></p>

		dramas, or poems. (L.4.3 and 5.3 merge)		
A	B	C	D	E
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.				
<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 (<i>e.g., look</i>) and their inflectional forms (<i>e.g., looks, looked, 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 (<i>e.g., happy/unhappy, tell/retell</i>).</p> <p>Use a known root word as a clue to the meaning of an unknown word with the same root (<i>e.g., addition, additional</i>).</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 (<i>e.g., definitions, examples, restatements, cause/effect relationships and comparisons in text</i>) 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 (<i>e.g., telegraph, autograph, photograph, photosynthesis</i>).</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 (<i>e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence</i>) 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 (<i>e.g., audience, auditory,</i></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 (<i>e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence</i>) 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 (<i>e.g., conceive, conception, conceivable</i>).</p> <p>Consult general and specialized</p>

	<p>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>).</p> <p>Use glossaries and beginning dictionaries, both print and digital, to determine or clarify</p>	<p>Consult reference materials (e.g., <i>dictionaries</i>, <i>glossaries</i>, <i>thesauruses</i>), 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><i>audible</i>).</p> <p>Consult reference materials (e.g., <i>dictionaries</i>, <i>glossaries</i>, <i>thesauruses</i>), both print 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</p>	<p>reference materials (e.g., <i>dictionaries</i>, <i>glossaries</i>, <i>thesauruses</i>), 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</p>
	<p>the meaning of words and phrases. (L.2.4)</p>		<p>(e.g., by <i>checking the inferred meaning in context or in a dictionary</i>). (L.6.4)</p>	<p>standard usage.</p> <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by <i>checking the inferred meaning in context or in a dictionary</i>). (L.11-12.4)</p>
A	B	C	D	E
CCRS Language Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				
<p>With guidance and support, demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>Distinguish the</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p><i>There is no descriptor for this level.</i></p>	<p><i>There is no descriptor for this level.</i></p>

<p>Sort words into categories (<i>e.g., colors, clothing</i>) to gain a sense of the concepts the categories represent.</p> <p>Define words by category and by one or more key attributes (<i>e.g., a duck is a bird that swims; a tiger is a large cat with stripes</i>).</p> <p>Identify real-life connections between words and their use (<i>e.g., note places at home that are cozy</i>).</p> <p>Distinguish shades of meaning among verbs differing in manner (<i>eg., look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (<i>e.g., large, gigantic</i>) by defining or choosing them or by acting out the meanings. (L.1.5)</p>	<p>literal and non-literal meanings of words and phrases in context (<i>e.g., take steps</i>).</p> <p>Identify real-life connections between words and their use (<i>e.g., describe people who are friendly or helpful</i>).</p> <p>Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (<i>e.g., knew, believed, suspected, heard, wondered</i>). (L.3.5)</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 between particular words (<i>e.g., synonyms, antonyms, homographs</i>) to better understand each of the words. (L.5.5)</p>		
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A	B	C	D	E
<p>CCR 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.</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>	<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>	<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 when discussion animal preservation</i>). • 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>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)</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 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 grade-level 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 (RST.9-10.1) after each level specific descriptor is placed there for several purposes. First of all, it is a reference to the specific CCSS anchor that it comes from. Secondly, the citation can aid in online searches for more anchor level-specific topics in that area (i.e., literature, science, etc.). Lastly, the citation can help with searching for lesson plan ideas. See the key below.

READING FOUNDATIONAL SKILLS STANDARDS
Key: The citation at the end of each standard 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 following level titles differ from the other standards (which are A through E) and the CCRS (which are A, B, C) in order to differentiate the Reading Foundational Skills Levels from the Reading Levels.

I	II	III
CCRS Reading Foundational Skills Anchor 1: Demonstrate understanding of the organization and basic features of print. (*Note: This anchor is from CCSS, not CCRS)		
Follow words from left to right, top to bottom, and page by page.	Recognize that spoken words are represented in written language by specific sequences of letters.	Understand that words are separated by spaces in print.
I	II	III
CCRS Reading Foundational Skills Anchor 2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (Phonological Awareness)		
<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Recognize and produce rhyming words.</p> <p>Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>Count, pronounce, blend, and segment syllables in spoken words.</p> <p>Blend and segment onsets and rimes of single syllable spoken words.</p> <p>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (RF.K.2 and 1.2 merge)</p>	There is no descriptor for this level.	There is no descriptor for this level.

I	II	III
CCRS Reading Foundational Skills Anchor 3: Know and apply grade-level phonics and word analysis skills in decoding words. (Phonics and Word Recognition)		
<p>Know and apply grade-level 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 (<i>e.g., the, of, to, you, she, my, is, are, do, does</i>).</p> <p>Recognize and read grade-appropriate irregularly spelled words. (RF.K.3 and 1.3 merge)</p>	<p>Know and apply grade-level 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 multisyllable words.</p> <p>Recognize and read grade-appropriate irregularly spelled words. (RF.2.3 and 3.3 merge)</p>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (<i>e.g., roots and affixes</i>) to read accurately unfamiliar multisyllabic words in context and out of context. (RF.4.3 and 5.3 merge)</p>

I	II	III
CCRS Reading Foundational Skills Anchor 4: Read with sufficient accuracy and fluency to support comprehension. (Fluency)		
<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read grade-level text with purpose and understanding.</p> <p>Read grade-level 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 grade-level text with purpose and understanding.</p> <p>Read grade-level 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 grade-level text with purpose and understanding.</p> <p>Read grade-level 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>

Section 3: Teacher Toolbox and Appendices

Teacher Toolbox

The [Teacher Toolbox](#) provides information and strategies from the national CCRS trainings and from the original 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. For those interested in conducting face-to-face trainings, these activities 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](#).

Tool 1: Selecting Texts Worth Reading

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

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 the students. The instructor should begin by determining their students' 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 and NRS alignment to the OACCRS-LA is included for reference below.

CASAS Score Ranges for NRS and OACCRS Level		
NRS Level	OACCRS LEVEL	CASAS READING GOALS Scale Scores
Beginning ABE Literacy (ABE Level 1 – all subjects)	A	203 and below
Beginning Basic Education (ABE Level 2 – all subjects)	B	204-216
Low Intermediate Basic Education (ABE Level 3—all subjects)	C	217-227
High Intermediate Basic Education (ABE Level 4—LA)*	D	228-238
Low Adult Secondary Education (ABE Level 5—LA)*	E	239-248
High Adult Secondary Education (ABE Level 6—LA)*	E	249 and above

After determining the level of the students, an instructor can choose a level-appropriate text. For example, students at reading skill level A would begin with a text that is “slightly complex,” while students at reading level E should be reading “exceedingly complex” material. The idea is that students should be working in an instructional setting with texts slightly above their current independent reading comfort level.

For practice, an instructor 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.

Resource: 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 dep, 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>

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 states, 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>

Use the form below to record your findings:

Feature	Notes and Comments on the Characteristics of Text (Support for Placement in this Band)	How complex is it for this level?			
		Slightly Complex	Moderately Complex	Very Complex	Exceedingly Complex
Structure					
Language Clarity and Conventions					
Knowledge Demands					
Purpose					
Overall Placement					

How Can A Teacher Use This Understanding of Text Complexity in a Classroom Setting to Address Particular Reading Anchors?

If the goal of the instructor is to meet 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”), and the instructor is choosing a text for a Level A student, then the text should be “explicit, literal, straightforward and easy to understand” with words that are “contemporary, familiar and conversational”, chosen from the “slightly complex” column of the rubric under Language Clarity and Conventions.

After focusing on “interpreting of words and phrases used in the text”, the instructor may want to concentrate on another Anchor: CCRS Anchor 5 (“Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole”).

Does this same text fall into the “slightly complex” column for Level A students? Specifically, instructors can look at the row labeled “Structure.” A text may fall into different complexity levels, meaning that it may be appropriate for one anchor level but not for another. It is important that the instructor use the above rubric to determine if the desired anchor falls into the appropriate category of complexity for students.

In summary, instructors can use a three-pronged approach for determining the complexity of text to use with their students: 1) quantitative data (measures in Reading Anchor 10), 2) the qualitative analysis rubric and 3) the instructor’s professional judgment of the reader and the task.

Tool 2: Identifying Questions Worth Answering

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

Key Advance 2. Emphasizes the ability to find evidence in a complex text, and 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 in 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 discussion about creating well-crafted writing assignments tied to content-rich texts which can assist students in building and expanding their knowledge. It is the interaction of the Standards’ components and these three **Key Advances** within the CCRS as students move up the levels that will 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 of any text. Text-dependent questions identify the text as the “expert” in the room.

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

Non-Text-Dependent Questions	Text-Dependent Questions
In “Casey at the Bat,” Casey strikes out. Describe a time when you failed at something.	What makes Casey’s experiences at bat humorous?
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.	What can you infer from Dr. King’s letter about the letter that he received?
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 so that students are engaged with the material. Good questions help students collect the evidence they need to support their claims and conclusions about text(s) they are reading.

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 an authentic text to learn how text-dependent questions inform instruction:

Worksheet: 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.

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

Y/N	D	V	*	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 governments 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'"?
				What 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 into 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 along with the right to vote and serve in the Army?
				How does Marshall's presence on the Supreme Court illustrate the evolution of the Constitution?

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

Think about which questions were the most difficult to analyze and why. Answer for 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 probe deeply into the text and read carefully to arrive at a solid answer?
- Would students have to return to the text and read it carefully to answer the question?
- How would that set of behaviors strengthen students' reading comprehension?

When you are done, use the questions that you have determined are worth asking (you have a check in the *column) and try to find the answers in the following excerpt:

Excerpt From 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.

Now that you have examined the above article, do the same for a transcript of a speech given by Eleanor Roosevelt:

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 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: 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.

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

Y/N	D	V	*	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"?

After you've read Eleanor Roosevelt's speech and discussed it with your partner, together decide what is the enduring understanding or essential idea of the article.

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

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

ANSWER KEYS FOR WORKSHEETS

Answer Key: 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.

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

Y/N	D	V	*	Questions and Tasks:
Y	--	V	*	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 governments are possible?
Y	--	--	*	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.				According to the article, what other groups are there in the United States that have not been included as part of "we the people"?
Initially N but Y with revision in italics.				What does the phrase "founding fathers" mean in the context of Thurgood Marshall's quote?
N	--	--	--	Who were the most famous and important of the founding fathers?
Y	D	--	*	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 into their own words in a brief two- to three-sentence paraphrase, carefully considering sentence structure as they do so.
Y	D	V	*	What evidence is there in paragraph three regarding Marshall's claim about the "evolving nature of the constitution"?
N	--	--	--	What other rights should be given to 18-year-olds along with the right to vote and serve in the Army?
Y	D	--	*	How does Marshall's presence on the Supreme Court illustrate the evolution of the Constitution?

The enduring understanding or essential idea of the article: *The enduring understanding should revolve around the historical evolution in the United States of who is included in the notion of popular sovereignty.*

Answer Key: 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.

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

Y/N	D	V	*	Questions and Tasks
N	--	--	--	What broadcast had Eleanor Roosevelt listened to?
Y	D	--	*	What had Roosevelt forgotten? What had she almost forgotten? Why do you think she started her remarks in this way?
Y	D	V	*	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?
Y	--	--	--	What does "that," which begins the fourth sentence in paragraph two, refer to? Explain.
Y	D		*	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	--	--	*	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 this issue of civil liberties and justice?
Initially N but Y with revision in italics.				<i>According to Roosevelt, how are the youth of the nation going to make the United States "an even more truly democratic nation"?</i>

The enduring understanding or essential idea of the article: *The enduring understanding should revolve around the importance of upholding the principles of democracy as a way of honoring the courageous people before us who fought for the preservation of civil liberties and as a vehicle for bringing about more action and change.*

Tool 3: Creating High-Quality Writing Prompts

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

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.

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.

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?

After deciding which prompt is the best, use the CCRS Anchors to determine which Reading, Writing, and Language Anchors are embodied in the aligned writing prompt. Consider these questions:

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

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
- Prompt 2 is a CCRS-aligned prompt.

Now look at 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:

- a. Use the essential understanding or central idea identified to begin framing the prompt. A great prompt should get students to their own grasp of that essential understanding.
- b. Examine the CCRS Anchors for reading and writing to determine which standards you want to have students focus on in fulfilling this prompt.
- c. 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.
- d. 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 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.

Appendix A: What the OACCRS are not²¹

Additionally, while the selected set of standards reflects the broad goals articulated above, the selected standards should be recognized for what they *are not* as well as what they are. The central design parameters that guided the work of the panels include:^{*1}

First and foremost, the selected standards do not specify a national or federal set of mandates, but rather articulate a framework of standards for states to employ voluntarily in strengthening 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 has mandated use of the OACCRS by Title II-funded ABS programs no later than July 1, 2020.**)

Second, the order of the selected standards within a level does not represent an order in which they are to be taught or a hierarchy of importance.

Third, 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.

Fourth, 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.

Fifth, 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.

Sixth, 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 teachers, curriculum developers, program administrators, and states in deciding what (if any) content to add.

Finally, while the mathematics and 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.

* These reflect many of the same design parameters for K-12 standards set out in the introduction to the CCSS for ELA/literacy and mathematics (NGA 2010a).

²¹ College And Career Readiness Standards For Adult Education, p. 8
<https://Lincs.Ed.Gov/Publications/Pdf/Ccrstandardsadulted.Pdf>

Appendix B: The Four Dimensions of Performance

Adapted from OR Learning Standards Frameworks, Learning Circle 3, ©2011 University of Tennessee, Center for Literacy Studies.

The four dimensions of performance are a tool to judge proficiency and provide a way to measure learning. The dimensions are as follows:

Structure of Knowledge Base

What do I know (facts, rules, procedures, concepts, etc.) and how do I organize what I know? (How deep and how structured is my 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?

Using the Four Dimensions for Self-Assessment

The four dimensions of performance can be used as a self- assessment by learners themselves, or they can be used for the creation of assessments by instructors. Look at the following chart and try to evaluate your own cooking skills using the four dimensions of performance:

<p style="text-align: center;">Dimension 1: Structure of Knowledge Base</p> <p><i>What do I know?</i></p> <ul style="list-style-type: none"> • What facts, rules, procedures, concepts, etc. do I already know? <p><i>How do I organize what I know?</i></p> <ul style="list-style-type: none"> • How deep and how structured is my knowledge? 	<p style="text-align: center;">Dimension 2: Fluency of Performance</p> <p><i>Am I able to perform the task automatically or is it difficult?</i></p> <ul style="list-style-type: none"> • How much conscious thought do I have to put into what I am doing? (e.g., How are my knife skills; Will I cut myself if I go too fast?)
<p style="text-align: center;">Dimension 3: Independence of Performance</p> <p><i>How much guidance do I need?</i></p> <ul style="list-style-type: none"> • When do I need help (e.g., doubling a recipe; converting metric)? <p><i>Do I know what to do in a particular situation?</i></p> <ul style="list-style-type: none"> • Would I do better in some situations if I had help? 	<p style="text-align: center;">Dimension 4: Range of Conditions for Performance</p> <p><i>In how many different tasks and contexts am I able to use a skill?</i></p> <ul style="list-style-type: none"> • Am I able to apply some of the same skills in a different context or task? (e.g., cooking for a group of 100, cooking a romantic dinner, cooking vegan or non-vegan)

Using the Four Dimensions to Plan Instruction

Now, think about how these four dimensions of performance might apply to the ORCCRS-LA using one of the anchors. Take Reading Anchor 1, Level D with its Level-Specific Descriptor for example:

“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.”

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)

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

Think about the four dimensions of performance in relation to the skills that a learner is developing: What is the process of becoming an “expert” cook, reader, or writer? What differences are there between a novice and an expert cook, reader or writer?

It is clear that simply having a knowledge base, such as being able to read a recipe (or pass a reading comprehension test or write a formulaic, 5-paragraph essay), 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 assessing instructional needs. Does the learner need more instruction or practice in one of the dimensions? The instructor can design activities to address that area of growth. Additionally, the four dimensions of performance can be useful when assessing and documenting student progress.

Using the Four Dimensions for Multi-Level Instruction

For multi-level classes, the four dimensions of performance can help guide instruction planning that is effective for a wide range of learners. The dimensions show the development process of how an individual develops expertise in the process of performing a skill; instruction can be adjusted toward novice or expert performance in any of the four dimensions. Instruction can explicitly target learners’ development at their growth edge in one or more dimensions of performance.

The following is an example of multi-level instruction using the four dimensions of performance. If learners are focusing on a particular topic or unit, such as climate change, instruction can address both the content and the skills (e.g., reading; writing; speaking) along a continuum.

- For structure of knowledge base, instruction using an authentic article on the causes or effects of climate change might include citing basic vocabulary and/or concepts for learners toward the novice end of the continuum whereas learners toward the expert end of the continuum might cite evidence from multiple paragraphs or pages.
- For fluency of performance, novice learners may need to reread the article multiple times to find or understand the targeted basic vocabulary or concepts before they can participate in a simple discussion, whereas expert learners might read it once or twice and be able to show comprehension by completing complicated tasks, such as a planning discussion group for actions to take to address climate change.
- For independence of performance, novice learners may need to be guided back to sections of the text to find or cite specific vocabulary or concepts, and expert learners will perform tasks with little or no guidance.
- For range of conditions, novice learners may be able to find and list learned vocabulary in the article but have difficulty with the same vocabulary (or word families) when reading a different article or another text type, such as a climate action website; an expert learner may be able to read a range of scientific articles and websites, write a research paper, and give a formal presentation on the topic.

Teachers planning instruction for multi-level classes can adjust a lesson up or down in any of the four dimensions. Students can develop their performance along the continuum by engaging in tasks that are purposeful for them with instruction at their growth edges. They can demonstrate their learning and development by performing these tasks with increasing knowledge, fluency, independence, and range.

Appendix C: Single-Level Views of Standards

Level A Single-Level Views: Reading, Writing, and Language

The [Glossary](#) contains a key to the acronym citations (e.g., *RI.1.1*) listed in the level descriptors. The single-level views have an addition to the CCRS in the **Applications** section. They contain applications for use at that specific level. Most of these applications are from the OALS.

Reading Standards Level A:

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 A Descriptor:</p> <p>Ask and answer questions about key details in a text. (RI/RL.1.1)</p> <p>Applications:</p> <p>Scan for key words/numbers</p> <p>Answer simple questions posed by self or others (e.g., <i>What happens next?</i>)</p> <p>Check pronoun referents to check understanding</p> <p>Use simple graphic organizers (e.g., <i>T-chart</i>) to clarify key details and evidence</p> <p>Discuss with others or do other interactive activities (e.g., <i>role play events</i>; jigsaw activity)</p>
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 A Descriptor:</p> <p>Identify the main topic and retell key details of a text. (RI.1.2)</p> <p>Applications:</p> <p>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</p> <p>Answer questions posed by self or others (e.g., <i>using who, what, where, when, why, how</i>)</p> <p>Retell/paraphrase/summarize</p> <p>Reread to identify main ideas and key details, adjusting reading pace as necessary</p> <p>Discuss with others or do other interactive activities (e.g., <i>role play events</i>; jigsaw activity)</p>

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 A Descriptor:</p> <p>Describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI.1.3)</p> <p>Applications:</p> <p>Use common text features (<i>e.g., titles; headings; illustrations; bold print; bullets; quotation marks; block quotes</i>)</p> <p>Apply knowledge of list and sequence text structures and their signal words (<i>e.g., however; consequently; furthermore; finally; in conclusion</i>)</p> <p>Scan for key words/numbers to support connections</p> <p>Check pronoun referents</p> <p>Make inferences using textual evidence</p> <p>Reread to find and confirm connections</p> <p>Use simple graphic organizers (<i>e.g., T-chart; Venn diagram</i>)</p> <p>Discuss with others or do other interactive activities (<i>e.g., role play events; jigsaw activity</i>)</p> <p>Locate specific information in a short paragraph and/or a very simple table, map, or diagram (<i>e.g., historical events; course and program descriptions</i>)</p> <p>Ask and answer such questions as <i>why</i> and <i>how</i> to find connections (<i>e.g., Why is Vitamin D important?; How are these similar?</i>)</p> <p>Compare and contrast</p> <p>Describe causes and effects</p>
Vocabulary	
<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 A Descriptor:</p> <p>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (RI.1.4)</p> <p>Applications:</p> <p>Recognize and apply meanings of high-frequency prefixes and suffixes (<i>e.g., un-; re-; dis-; -est; -ness</i>)</p> <p>Break down unfamiliar compound words to discern meanings</p> <p>Compare the unknown word to a known form of the word (<i>i.e., cognate; base word; e.g., annex and annexation</i>)</p> <p>Use context (<i>e.g., clues in close proximity to the word; knowledge of topic; visual aids; knowledge of English syntax</i>)</p> <p>Apply knowledge of homonyms and common syllabication guidelines (<i>e.g., read; present; close; conduct</i>)</p> <p>Use a glossary, bilingual dictionary, and/or online resources</p> <p>Focus on the meaning of general Academic Word List (AWL), General Service List (GSL) and domain-specific words and phrases in a text relevant to a topic or subject</p>

	<p>area</p> <p>*Additional applications for students with dyslexia and other learning challenges can be found in the Reading Foundational Skills Standards.</p>
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 A Descriptor:</p> <p>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)</p> <p>Applications:</p> <p>Use common text features (e.g., titles; headings; illustrations; bold print; bullets)</p> <p>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)</p> <p>Apply knowledge of list and sequence text structures and their signal words (e.g., first; next; then)</p> <p>Scan for key words/numbers</p> <p>Discuss with others (e.g., learners discuss how they use text features to locate information)</p> <p>Locate specific information in a multi-page listing (e.g., a course catalogue; dictionary)</p> <p>Locate specific information in a short paragraph and/or a table, map, or diagram (e.g., an historical event; an Amendment in the Bill of Rights)</p>
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>There is no Level-Specific Descriptor for this Anchor at Level A.</p>
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</i></p>	<p>Level A Descriptor:</p> <p>Use the illustrations and details in a text to describe its key ideas (e.g., maps; charts; photographs; political cartoons, etc.). (RI.1.7)</p> <p>Applications:</p> <p>Use digital texts (e.g., email; social media posts; video transcripts; online polls)</p> <p>Use sections of newspapers and magazines (e.g., sidebars; photo captions)</p> <p>Use simple search features in a variety of media (e.g., Ctrl+F) to find key ideas</p> <p>Answer simple questions posed by self or others (e.g., What's the difference between</p>

<p><i>texts of appropriate complexity as outline by Reading Anchor 10.)</i></p>	<p><i>the red, blue, and purple colors on election maps?)</i></p> <p>Make inferences using textual and graphic evidence</p> <p>Use simple graphic organizers (<i>e.g., T-chart; Venn diagram</i>) to describe and/or evaluate illustrations and details in a text</p> <p>Describe illustrations and textual details in discussion with others</p>
<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 A Descriptor:</p> <p>Identify the reasons an author gives to support points in a text. (RI.1.8)</p> <p>Applications:</p> <p>Ask and answer <i>wh</i>-questions (<i>e.g., According to the author, how do plastic bags negatively affect the environment?; Why did the war begin?</i>)</p> <p>Identify whether the author presents an opinion or cites reliable sources (<i>e.g., identifying unsupported statements, as in “4 out of 5 dentists recommend...”; Are claims based on verifiable, expert evidence?</i>)</p>
<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 A Descriptor:</p> <p>Identify basic similarities in and differences between two texts on the same topic (<i>e.g., in illustrations, descriptions, or procedures</i>). (RI.1.9)</p> <p>Applications:</p> <p>Ask and answer questions about the texts (<i>e.g., How do Abraham Lincoln’s and Jefferson Davis’ points of view differ in regards to slavery and states’ rights?</i>)</p> <p>Evaluate the reliability, accuracy, and sufficiency of information and claims made in both texts (<i>e.g., distinguish fact vs. opinion; check for missing details in opposing arguments; identify misleading statements</i>)</p> <p>Use textual evidence to explain reasoning</p> <p>Relate characters or events to another text (<i>e.g., compare and/or contrast two characters; compare own experience living in the U.S. to the one described in the text</i>)</p> <p>Compare an idea or theme to one read in a previous text</p> <p>Use simple graphic organizers to compare two texts (<i>e.g., Venn diagram; T-chart</i>)</p>

Range of Reading and Level of Text Complexity

<p>CCRS Reading Anchor 10: Read and comprehend complex literary and informational texts independently and proficiently.²²</p>	Associated Quantitative Measures of Text Complexity for Level A:	
	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 Scale Scores	203 and below	

²²See Appendix D of the CCRS for research explaining the importance of text complexity in reading achievement.

Writing Standards: Level A

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

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. There is no CCRS Level-Specific Descriptor for this Anchor at Level A.	Level A Descriptor: There is no CCRS Level-Specific Descriptor for this Anchor at Level A.
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: 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 or school enrollment forms Use linking words and phrases (e.g., before/now; here/there; first/second) to connect ideas, events, or images

	<p>Provide a concluding statement or section related to the information presented Use visuals (e.g., illustrations; graphics; charts) to enhance the text</p> <p>Recognize and use, basic, irregular and some complex grammar structures:</p> <ul style="list-style-type: none"> ○ progressive and perfect verb tenses ○ negation; adjectives; prepositions (e.g., during; beyond; toward), possessives; common irregular past tense verbs ○ regular and irregular plural nouns ○ reflexive pronouns (e.g., myself; ourselves) ○ subject-verb and pronoun-antecedent agreement ○ comparative and superlative adjectives and adverbs ○ irregular past; present perfect ○ abstract nouns (e.g., childhood) ○ relative pronouns (who; whose; whom; which; that) and relative adverbs (where; when; why) <p>Construct, expand, and connect simple and compound declarative, interrogative, imperative, and exclamatory sentences</p> <p>Use a variety of coordinating conjunctions to create compound sentences (e.g., for; and; nor; but; or; yet; so -- FANBOYS) and correlative conjunctions (e.g., either/or; neither/nor)</p> <p>Use conversational and general academic (e.g., prediction; evidence), and a growing store of synonyms (e.g., small/minimal)</p> <p>Express voice in describing experience and opinions</p> <p>Recognize differences between the conventions of spoken and written standard English</p> <p>Use simple descriptive and figurative language to create an effect (e.g., simile; analogy)</p>
Production and Distribution of Writing	
<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 A Descriptor:</p> <p>There is no CCRS Level-Specific Descriptor for this Anchor at Level A.</p>
<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 A Descriptor:</p> <p>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)</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., <i>timeline</i>; <i>mind map</i>) 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., before/now; here/there; first/second*) to connect ideas, events, or images
- Recognize and use, basic, irregular and some complex grammar structures:
 - progressive and perfect verb tenses
 - negation; adjectives; prepositions (*e.g., during; beyond; toward*), possessives; common irregular past tense verbs
 - regular and irregular plural nouns
 - reflexive pronouns (*e.g., myself; ourselves*)
 - subject-verb and pronoun-antecedent agreement
 - comparative and superlative adjectives and adverbs
 - irregular past; present perfect
 - abstract nouns (*e.g., childhood*)
 - relative pronouns (who; whose; whom; which; that) and relative adverbs (where; when; why)
- 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., for; and; nor; but; or; yet; so -- FANBOYS*) and correlative conjunctions (*e.g., either/or; neither/nor*)
- Correctly use frequently confused words (*e.g., to, too, two; there, their*)
- Use common idioms (*e.g., keep an eye out*) and collocations (*e.g., heavy rain*)
- Recognize and begin to overcome areas of common linguistic interference from first language (*e.g., too much vs. so much*)
- Use knowledge of individual words to predict the meaning of compound words (*e.g., firehouse; lighthouse; housefly; bookshelf; notebook; bookmark*)
- Read aloud to hear how text sounds (complete thoughts represented, no meaningful omissions) and to solicit feedback from others

<p>CCRS Writing Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>Level A Descriptor: 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"> • Read and begin to draft short summaries of the main ideas in information from print, audio and digital sources to build knowledge and vocabulary • Use visuals (<i>e.g., illustrations; graphics; charts</i>) to enhance the text • Collaborate with others to revise work on an electronic platform
<p>Research to Build and Present Knowledge</p>	
<p>CCRS Writing Anchor 7: 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: Participate in shared research and writing projects (<i>e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions</i>). (W.1.7)</p> <p>Applications:</p> <ul style="list-style-type: none"> • Determine general purposes (<i>e.g., to inform; to describe</i>) and specific purposes (<i>e.g., fill out job application; summarize</i>) 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 (<i>e.g., outline; timeline; mind map</i>) 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 (<i>e.g., the implications of posting something to an employer website; the importance of not plagiarizing</i>) • Make reminder notes of key points or information • Find a focus by brainstorming and then prioritizing ideas
<p>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.</p>	<p>Level A Descriptor: 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 (<i>e.g., timeline; mind map</i>) 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 • Make reminder notes of key points or information

<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>There is no CCRS Level-Specific Descriptor for this Anchor at Level A.</p>
<p>Range of Writing</p>	
<p>CCRS 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>This is an OACCRS writing anchor and not part of the CCRS.</p>

Language Standards: Level A

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

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 A 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">A. Print all uppercase and lowercase letters.B. Use common, proper, and possessive nouns.C. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).D. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).E. 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>).F. Use frequently occurring adjectives.G. Use frequently occurring nouns and verbs.H. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).I. Use determiners (e.g., <i>articles, demonstratives</i>).J. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).K. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).L. 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.

- A. Capitalize the first word in a sentence and the pronoun I.
- B. Capitalize dates and names of people.
- C. Recognize and name end punctuation.
- D. Use end punctuation for sentences.
- E. Use commas in dates and to separate single words in a series.
- F. Write a letter or letters for most consonant and short vowel sounds (phonemes).
- G. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- H. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- I. 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.

There is no CCRS Level-Specific Descriptor for this Anchor at Level A.

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 A Descriptor:

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

- A. Use sentence-level context as a clue to the meaning of a word or phrase.
- B. Use frequently occurring affixes as a clue to the meaning of a word.
- C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). (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"> A. Sort words into categories (<i>e.g., colors, clothing</i>) to gain a sense of the concepts the categories represent. B. Define words by category and by one or more key attributes (<i>e.g., a duck is a bird that swims; a tiger is a large cat with stripes</i>). C. Identify real-life connections between words and their use (<i>e.g., note places at home that are cozy</i>). D. Distinguish shades of meaning among verbs differing in manner (<i>e.g., look; peek; glance; stare; glare; scowl</i>) and adjectives differing in intensity (<i>e.g., 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 (<i>e.g., because</i>). (L.1.6)</p>

Level B Single-Level Views: Reading, Writing, and Language

Reading Standards Level B:

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

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> <p>Scan for key words/numbers to create and answer questions</p> <p>Answer simple questions posed by self or others (e.g., <i>What happens next?</i>)</p> <p>Check pronoun referents to check understanding</p> <p>Use simple graphic organizers (e.g., <i>mind map; cluster map</i>) to clarify key details and evidence</p> <p>Discuss with others or do other interactive activities (e.g., <i>role play events; jigsaw activity</i>)</p> <p>Draw conclusions about specific details (e.g., <i>stated cause and effect</i>)</p> <p>Refer to details and examples in a text when explaining what the text says and when drawing inferences from the text.</p>
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> <p>Ask why-questions about the topic, stated or implied main idea, and key details (see Tool 2 in the Toolbox)</p> <p>Paraphrase in order to summarize main ideas and key details</p> <p>Reread to identify main topic and key details</p> <p>Discuss with others or do other interactive activities (e.g., <i>role play events; jigsaw activity</i>)</p>

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>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> <p>Use text format and features (<i>e.g., headings; subheadings; bullets; sidebars; illustrations; captions; guide words</i>)</p>
<p><i>(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)</i></p>	<p>Apply knowledge of simple text structures (<i>e.g., list; sequence; description</i>) and their signal words (<i>e.g., second; another</i>)</p> <p>Scan for key words/numbers</p> <p>Check pronoun referent</p> <p>Reread to find and confirm connections, adjusting reading pace as necessary</p> <p>Use graphic organizers (<i>e.g., Venn diagram; bubble map; cause/effect</i>)</p> <p>Discuss with others or do other interactive activities (<i>e.g., role play events; jigsaw activity</i>)</p> <p>Locate and interpret information in simple tables, graphs, and diagrams (<i>e.g., with one level of information on each axis</i>)</p> <p>Draw conclusions about specific details (<i>e.g., stated cause and effect</i>)</p> <p>Quote accurately from a text when explaining what the text says explicitly</p> <p>Identify similarities and/or differences between ideas, events, and/or characters</p> <p>Combine, compare, and/or contrast information in the text.</p>
Vocabulary	
<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> <p>Recognize base words (<i>e.g., <u>information</u></i>)</p> <p>Use context (<i>e.g., embedded clues; knowledge of topic; knowledge of English syntax</i>)</p> <p>Apply knowledge of common homographs and homophones (<i>e.g., bow; wind; sent/cent/scent</i>)</p> <p>Use text aids (<i>e.g., margin notes; illustrations; glossary; etc.</i>)</p> <p>Identify and apply the appropriate definition in a simple dictionary</p>

	<p>Focus on the meaning of Academic Word List (AWL), General Service List (GSL) and domain-specific words and phrases in a text relevant to a topic</p> <p>*Additional applications for students with dyslexia and other learning challenges can be found in the Reading Foundational Skills Standards.</p>
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 B Descriptor:</p> <p>Know and use various text features (<i>e.g., 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 (<i>e.g., key words; sidebars; hyperlinks</i>) to locate information relevant to a given topic efficiently. (RI.3.5)</p> <p>Applications:</p> <p>Apply knowledge of list and sequence text structures and their signal words (<i>e.g., first, however; consequently; furthermore; finally; in conclusion</i>)</p> <p>Scan for key words/numbers</p> <p>Discuss with others (<i>e.g., learners discuss how they use text features to locate information</i>)</p> <p>Make predictions about content and organization based on text type and context (<i>e.g., headings</i>)</p> <p>Locate specific information in a simple multi-page source (<i>e.g., class google site; article; book index</i>)</p> <p>Locate and interpret information in simple tables, graphs, and diagrams (<i>e.g., with a different level of information on each axis</i>)</p>
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 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> <p>Prepare simple notes to use as a reference (<i>e.g., simple annotations</i>)</p> <p>Ask simple questions to guide reading (<i>e.g., Where is the byline?; Where are the directions?</i>)</p> <p>Locate and interpret information in simple tables, graphs, and diagrams</p> <p>Identify the topic, stated or clearly implied main idea, and supporting details within a paragraph</p>

	<p>Draw conclusions about specific details (<i>e.g., stated cause and effect</i>)</p> <p>Refer to details and examples in a text when explaining the author's purpose</p> <p>Explain own point of view regarding the author's purpose using textual evidence</p> <p>Agree or disagree with an idea or theme and explain reasoning</p>
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 outline by Reading Anchor 10.)</i></p>	<p>Level B Descriptor:</p> <p>Use information gained from illustrations (<i>e.g., maps; photographs</i>) and the words in a text to demonstrate understanding of the text (<i>e.g., 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 (<i>e.g., create mood, emphasize aspects of a character or setting</i>). (RI.3.7)</p> <p>Applications:</p> <p>Use digital texts (<i>e.g., email; web pages; online practice tests</i>)</p>
	<p>Use sections of newspapers and magazines (<i>e.g., sidebars; photo captions</i>)</p> <p>Use search features in a variety of media (<i>e.g., Ctrl+F; Youglish to search Youtube videos</i>) to find key ideas</p> <p>Answer questions posed by self and/or others (<i>e.g., How does the map of the red, blue, and purple states on election maps apply to the information in the text?</i>)</p> <p>Make inferences using textual and graphic evidence</p> <p>Use graphic organizers (<i>e.g., Venn diagrams; bubble maps; cause/effect</i>)</p> <p>Describe connection between illustrations and textual details in discussion with others</p>
Tracing The Argument	
<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> <p>Draw conclusions about specific details (<i>e.g., stated cause and effect</i>) and their connection to the argument</p> <p>Evaluate the reliability, accuracy, and sufficiency of information and claims (<i>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; getting on the bandwagon</i>)</p> <p>Quote accurately from a text when explaining what the text says explicitly</p>

Comparing Two or More Texts

<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> <p>Ask and answer questions about the texts (<i>e.g., How do the texts differ in regard to the current and predicted effects of global climate change?</i>)</p> <p>Draw conclusions about specific details in both texts (<i>e.g., stated cause and effect</i>)</p> <p>Quote accurately from the texts when explaining what the texts say explicitly</p> <p>Use textual evidence to explain reasoning</p> <p>Identify similarities and/or differences between events and/or characters in two texts</p> <p>Compare, contrast, and/or combine information, ideas or themes presented in two sources</p> <p>Use graphic organizers to compare two texts (<i>e.g., Venn diagram; cause and effect flow chart</i>)</p>
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Range Of Reading and Level of Text Complexity

<p>CCRS Reading Anchor 10:</p> <p>Read and comprehend complex literary and informational texts independently and proficiently.²³</p>	<p>Level B Descriptor:</p> <p>Associated Quantitative Measures of Text Complexity for Level B:</p> <table border="1" style="width: 100%;"> <tr> <td>Common Core Band</td> <td>4th-5th</td> </tr> <tr> <td>ATOS</td> <td>4.97 – 7.03</td> </tr> <tr> <td>Degrees of Reading Power®</td> <td>52 – 60</td> </tr> <tr> <td>Flesch-Kincaid</td> <td>4.51 – 7.73</td> </tr> <tr> <td>The Lexile Framework®</td> <td>740 – 1010</td> </tr> <tr> <td>Reading Maturity</td> <td>5.42 – 7.92</td> </tr> <tr> <td>SourceRater</td> <td>0.84 – 5.75</td> </tr> <tr> <td>CASAS Reading GOALS Scale Scores</td> <td>204-216</td> </tr> </table>	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 Scale Scores	204-216
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²³ SEE APPENDIX D OF THE CCRS FOR RESEARCH EXPLAINING THE IMPORTANCE OF TEXT COMPLEXITY IN READING ACHIEVEMENT.

Writing Standards: Level B

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

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 B Descriptor:</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., <i>because; therefore; since; for example</i>) to connect opinion and reasons. d. Provide a concluding statement or section. (W.3.1)
<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 B Descriptor:</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., <i>also; another; and; more; but</i>) to connect ideas within categories of information. d. 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 in which they 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> <p>Determine general purposes (e.g., <i>to inform; to describe</i>) and specific purposes (e.g., <i>recount the events of the Civil Rights Movement</i>) for writing</p> <p>Consider how purpose and audience will affect content and organization of the text</p> <p>Identify how the purpose of the reader(s) relates to own purpose for writing, and how to adjust (e.g. <i>a medical form requires a description of your health, although this is not part of your culture</i>)</p> <p>Use a variety of graphic organizers (e.g., <i>flow chart; Venn diagram</i>) to brainstorm ideas</p> <p>Journal, freewrite, or make an outline to formulate ideas about a topic or consider new information and ideas</p> <p>Read and summarize narratives from print, audio and digital sources to build knowledge of narrative structures, analyze models of narratives, and increase vocabulary</p>

	<p>Determine relevant content for addressing writing purpose (<i>e.g., relevant details and examples</i>)</p> <p>Consider what you know about writing in this situation or genre (<i>e.g., the expectations for structure, length, accuracy, and/or formality</i>)</p> <p>Make notes (<i>e.g., sequence of points to make; evidence to include</i>)</p> <p>Make a detailed outline to clarify the focus and organize text</p> <p>Use linking words and phrases (<i>e.g., because; therefore; since; instead; for example</i>) to connect opinion and reasons (<i>e.g., consequently; specifically</i>)</p> <p>Provide a concluding statement or section related to the opinion presented</p> <p>Use graphics and formatting (<i>e.g., title; headings; bullets</i>) to enhance a text or Powerpoint presentation</p> <p>Recognize and use some complex grammar structures:</p> <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 (<i>e.g., a small red sign rather than 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 (<i>e.g., for instance; while; after; however</i>) <p>Demonstrate awareness of how grammar choices affect meaning (<i>e.g., simple past vs. past perfect or past progressive</i>)</p> <p>Use register appropriate to the formality of the situation and the relationship between writer and reader(s)</p> <p>Express voice and individual insight</p> <p>Use descriptive and figurative language to create an effect (<i>e.g., metaphor; imagery</i>)</p> <p>Use a varied vocabulary to hold audience interest</p>
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Production and Distribution Of Writing

<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 B Descriptor:</p> <p>Produce writing in which the development and organization are appropriate to task and purpose. (W.3.4)</p> <p>Applications:</p> <p>Consider how purpose and audience will affect content and organization of the text</p> <p>Determine relevant content for addressing writing purpose (<i>e.g., relevant details and examples</i>)</p>
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	<p>Practice with models to prepare for high-stakes purposes, such as class quizzes or work evaluations</p> <p>Write a paragraph focused on a single topic that includes a topic sentence, reasons, details or examples, and a concluding sentence</p> <p>Introduce a topic, state an opinion, and group related information in paragraphs and sections</p> <p>Support major ideas and arguments with evidence (<i>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</i>)</p> <p>Use linking words and phrases (<i>e.g., because; therefore; since; instead; for example</i>) to connect opinion and reasons (<i>e.g., consequently; specifically</i>)</p> <p>Provide a concluding statement or section related to the opinion presented</p> <p>Use graphics and formatting (<i>e.g., title; headings; bullets</i>) to enhance a text or Powerpoint presentation</p> <p>Recognize and use some complex grammar structures:</p> <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 (<i>e.g., a small red sign rather than 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 (<i>e.g., for instance; while; after; however</i>) <p>Demonstrate awareness of how grammar choices affect meaning (<i>e.g., past vs. past perfect</i>)</p> <p>Use general academic vocabulary (<i>e.g., conclusion; hypothesis; strategy</i>) and domain-specific words and phrases common to an area of interest or field of study (<i>e.g., classification system; condensation; age appropriate; endangered species</i>)</p> <p>Use understanding of Greek and Latin affixes and roots to form words (<i>e.g., telegraph; autograph; photograph</i>)</p> <p>Correctly use some commonly confused verbs (<i>e.g., do and make; say and tell; bring and take</i>)</p> <p>Use a range of idioms and collocations</p> <p>Use common phrasal verbs (<i>e.g., look for; go away; give in</i>)</p> <p>Establish style, tone and voice appropriate to purpose</p> <p>Use register appropriate to the formality of the situation and the relationship between writer and reader(s)</p>
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	<p>Express voice and individual insight</p> <p>Use descriptive and figurative language to create an effect (<i>e.g., metaphor; imagery</i>)</p> <p>Use a varied vocabulary to hold audience interest</p> <p>Determine type and amount of detail and textual evidence required in a situation</p>
<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> <p>Consider what you know about writing in this situation or genre (<i>e.g., the expectations for structure, length, accuracy, and/or formality</i>)</p> <p>Use graphic organizers to see the relationship among ideas (<i>e.g., Venn diagram; compare/contrast chart</i>)</p> <p>Use models of varied text types (<i>e.g., stories; reports; articles</i>)</p> <p>Make notes (<i>e.g., sequence of points to make; evidence to include</i>)</p> <p>Make a detailed outline to clarify the focus and organize text</p> <p>Construct, expand, rearrange, and connect sentences to create a variety of sentence types</p> <p>Determine if grammar choices have affected meaning (<i>e.g., past vs. past perfect</i>)</p> <p>Double-check commonly confused verbs (<i>e.g., do and make; say and tell; bring and take</i>)</p> <p>Check that commonly used phrasal verbs contain the correct prepositions (<i>e.g., look for; go away; give in</i>)</p> <p>Determine if style, tone and voice is appropriate to purpose and if register appropriate to the formality of the situation and the relationship between writer and reader(s)</p> <p>Reread text and make simple content revisions</p> <p>Collaborate with others to use tools and strategies such as guiding questions, revision checklists or outlines to support revision</p> <p>Check that most important points stand out</p> <p>Read aloud to hear how text sounds (<i>e.g., flow; word choice; formality</i>)</p> <p>Review word choice (<i>e.g., synonyms; homonyms; comparatives; superlatives; formal or informal</i>)</p> <p>Review text for redundant language (<i>e.g., Every year they had an annual election.</i>)</p>

<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> <p>Use graphics and formatting (<i>e.g., title; headings; bullets</i>) to enhance a text or Powerpoint presentation</p>
<p>Research to Build and Present Knowledge</p>	
<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 B Descriptor:</p> <p>Conduct short research projects that build knowledge about a topic. (W.3.7)</p> <p>Applications:</p> <p>Identify a question to explore in writing</p> <p>Determine general purposes (<i>e.g., to inform; to describe</i>) and specific purposes (<i>e.g., recount the events of the Civil Rights Movement and make connections to present history</i>) for writing</p> <p>Consider how purpose and audience will affect content and organization of the text</p> <p>Discuss information and ideas gleaned from multiple sources</p> <p>Journal, freewrite, or make an outline to formulate ideas about a topic or consider new information and ideas</p> <p>Read and summarize information from print, audio and digital sources to build knowledge and vocabulary</p> <p>Determine relevant content for addressing writing purpose (<i>e.g., relevant details and examples</i>)</p> <p>Use graphic organizers to see the relationship among ideas (<i>e.g., Venn diagram; compare/contrast chart</i>)</p> <p>Make notes (<i>e.g., sequence of points to make; evidence to include</i>)</p>

<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> <p>Discuss information and ideas gleaned from multiple sources</p> <p>Journal, freewrite, or make an outline to formulate ideas about a topic or consider new information and ideas</p> <p>Read and summarize information from print, audio and digital sources to build knowledge and vocabulary</p> <p>Determine relevant content for addressing writing purpose (<i>e.g., pertinent details and examples</i>)</p> <p>Make notes (<i>e.g., sequence of points to make; evidence to include</i>)</p> <p>Make a detailed outline to clarify the focus and organize text</p> <p>Support major ideas and arguments with evidence (<i>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</i>)</p> <p>Determine type and amount of detail and textual evidence required in a situation</p>
<p>CCRS Writing Anchor: 9</p> <p>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.)</p>	<p>Note: This Anchor does not begin until Level C.</p>
<p>Range of Writing</p>	
<p>CCRS 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>This is an OACCRS writing anchor and not part of the CCRS.</p>

Language Standards: Level B

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

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. <ul style="list-style-type: none">• Use collective nouns (e.g., <i>group</i>).• 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., <i>myself, ourselves</i>).• Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).• Use abstract nouns (e.g., <i>childhood</i>).• Form and use regular and irregular verbs.• Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.• 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.• 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)

<p>CCRS Language Anchor 2:</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Level B Descriptor:</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <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 (<i>e.g., sitting, smiled, cries, happiness</i>). • Generalize learned spelling patterns when writing words (<i>e.g., cage → badge; boy → boil</i>). • Use spelling patterns and generalizations (<i>e.g., word families, position based spellings, syllable patterns, ending rules, meaningful word parts</i>) 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	
<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 B 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 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 (<i>e.g., happy/unhappy, tell/retell</i>). • Use a known root word as a clue to the meaning of an unknown word with the same root (<i>e.g., addition, additional</i>). • Use knowledge of the meaning of individual words to predict the meaning of compound words (<i>e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>). • Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (L.2.4)
Text Structure	
<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 (<i>e.g., take steps</i>). • Identify real-life connections between words and their use (<i>e.g., describe people who are friendly or helpful</i>). • Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (<i>e.g., knew, believed, suspected, heard, 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 (<i>e.g., 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 (<i>e.g., After dinner that night we went looking for them</i>). (L.3.6)</p>

Level C Single-Level Views: Reading, Writing, and Language

Reading Standards: Level C

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

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 C Descriptor:</p> <p>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)</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.5.1)</p> <p>Applications:</p> <p>Scan for key words/terms to create and answer questions</p> <p>Answer questions posed by self and others (e.g., <i>turning sub-headings into questions</i>)</p> <p>Mark texts and/or make notes</p> <p>Select and use an appropriate graphic organizer to clarify key details and evidence</p> <p>Discuss with others or do other interactive activities (e.g., <i>role play events; jigsaw activity</i>)</p>
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 C Descriptor:</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>Applications:</p> <p>Apply knowledge of common text structures (e.g., description; cause/effect; compare/contrast; problem/solution) and their signal words</p> <p>Skim to understand main ideas</p> <p>Ask <i>wh</i>-questions about the topic, stated or implied main idea, and key details (e.g., <i>turning sub-headings into questions; see Tool 2 in the Toolbox</i>)</p> <p>Write a summary to check understanding of what the text states explicitly</p> <p>Mark texts and/or make notes</p> <p>Select and use an appropriate graphic organizer to clarify the key details and evidence that support main ideas</p> <p>Discuss with others or do other interactive activities (e.g., <i>jigsaw activity</i>)</p> <p>Analyze specific details, including how they are related to each other and/or to the main/central idea (e.g., <i>implied cause and effect; types and sub-types; problems</i>)</p>

	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. <i>(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)</i>	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 (<i>e.g., turning sub-headings into questions</i>) 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 in the text Discuss with others or do other interactive activities (<i>e.g., role play events</i>) Locate and interpret information in multi-featured tables, graphs, and diagrams (<i>e.g., a graph displaying oil spills by country, gallons, and dollars spent on cleanup</i>) Identify similarities and/or differences between ideas, events, and/or characters Combine, compare, and/or contrast information and/or arguments in the text Analyze specific details, including how they are related to each other and/or to the main/central idea (<i>e.g., implied cause and effect; types and sub-types; problems and solutions</i>) in texts
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. <i>(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)</i>	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 (<i>e.g., spect; rupt; port; bene; port</i>) Recognize and apply meanings of a range of prefixes and suffixes (<i>e.g., semi-; quad-; milli-; -logist; -ician; bio-; inter-; -ary; -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 (<i>e.g., live for the moment; crystal clear; face the consequences</i>)

	<p>Use context (<i>e.g., embedded clues; knowledge of topic; knowledge of English syntax</i>)</p> <p>Apply knowledge of homographs and homophones (<i>e.g., abuse; conflict; principle/principal</i>)</p> <p>Identify and apply the appropriate definition in a standard dictionary or online thesaurus</p> <p>Determine and analyze the impact of a specific word choice on meaning and tone</p> <p>Explain the intended effects of common literary techniques used within a text (<i>e.g., flashback; rhetorical question</i>)</p>
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Text Structure	
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<p>CCRS Reading Anchor 5:</p> <p>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (<i>e.g., a section, chapter, scene, or stanza</i>) 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 (<i>e.g., 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 (<i>e.g., chronology, comparison, cause/effect, problem/solution</i>) of events, ideas, concepts, or information in two or more texts. (RI.5.5)</p> <p>Applications:</p> <p>Use text format and features (<i>e.g., table of contents; index; sidebars; topic menus</i>)</p> <p>Apply knowledge of common text structures (<i>e.g., description; cause/effect; compare/contrast; problem/solution</i>) and their signal words</p> <p>Scan/skim</p> <p>Answer questions posed by self and others (<i>e.g., turning sub-headings into questions</i>)</p> <p>Mark texts and/or make notes</p> <p>Select and use an appropriate graphic organizer</p> <p>Discuss with others (<i>e.g., learners discuss how they use text features to locate information</i>)</p> <p>Locate specific information in a lengthy source using text features (<i>e.g., on the Internet; within a textbook chapter</i>)</p> <p>Locate and interpret information in multi-featured tables, graphs, and diagrams (<i>e.g., a graph displaying oil spills by country, gallons, and dollars spent on cleanup</i>)</p> <p>Analyze specific details, including how they are related to each other and/or to the main/central idea (<i>e.g., implied cause and effect; types and sub-types; problems and solutions</i>)</p>
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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 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)

Applications:

Identify the intended audience and general purpose of the text type

Preview key sections of the text (*e.g., advanced organizers; headings/sub-headings; 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/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 understatement/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:</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 C Descriptor:</p> <p>Interpret information presented visually, orally, or quantitatively (<i>e.g., 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>Applications:</p> <p>Use functional texts (<i>e.g., program brochures; political ads</i>)</p> <p>Use forms, tables, graphs, diagrams, and maps (<i>e.g., academic program guided pathways flowcharts; workflow diagram; nutrition charts; road maps</i>)</p> <p>Use informational texts (<i>e.g., textbooks; books on special interests</i>)</p> <p>Read articles and editorials in popular online magazines and newspapers</p> <p>Select appropriate print and digital text, specifying how the text addresses the reader’s goal (<i>e.g., by considering writing style, text features and supports, familiarity with source/author, appropriateness of text type</i>)</p> <p>Answer questions posed by self and/or others (<i>e.g., turning sub-headings into questions</i>)</p> <p>Make inferences using textual and graphic evidence</p> <p>Use text format and features (<i>e.g., table of contents; index; sidebars; topic menus</i>)</p> <p>Scan/skim</p> <p>Describe connection between illustrations and textual details in discussion with others</p>
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Tracing The Argument

<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> <p>Analyze specific details, including how they are related to each other and/or to the main/central idea (<i>e.g., implied cause and effect; types and sub-types; problems and solutions</i>)</p> <p>Evaluate the reliability, accuracy, and sufficiency of information, claims, or arguments (<i>e.g., by investigating the biases of author/publisher/website; distinguishing between fact and opinion; recognizing understatement/overstatements</i>)</p> <p>Cite several specific pieces of evidence to support analysis of the text</p>
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Comparing Two or More Texts

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

<p>CCRS Reading Anchor 10:</p> <p>Read and comprehend complex literary and informational texts independently and proficiently.²⁴</p>	<p>Level C Descriptor:</p> <p>Associated Quantitative Measures of Text Complexity for Level C:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Common Core Band</td> <td style="padding: 5px;">6th-8th</td> </tr> <tr> <td style="padding: 5px;">ATOS</td> <td style="padding: 5px;">7.0-9.98</td> </tr> <tr> <td style="padding: 5px;">Degrees of Reading Power®</td> <td style="padding: 5px;">57-67</td> </tr> <tr> <td style="padding: 5px;">Flesch-Kincaid</td> <td style="padding: 5px;">6.51-10.34</td> </tr> <tr> <td style="padding: 5px;">The Lexile Framework®</td> <td style="padding: 5px;">925-1185</td> </tr> <tr> <td style="padding: 5px;">Reading Maturity</td> <td style="padding: 5px;">7.04-9.57</td> </tr> <tr> <td style="padding: 5px;">SourceRater</td> <td style="padding: 5px;">4.11-10.66</td> </tr> <tr> <td style="padding: 5px;">CASAS Reading GOALS Scale Scores</td> <td style="padding: 5px;">217-227</td> </tr> </table>	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 Scale Scores	217-227
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Writing Standards: Level C

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

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 C Descriptor: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <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)
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 C Descriptor: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <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., another, for example, also, because).• 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)
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 C Descriptor: Students' narrative skills continue to grow in these levels 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 C Descriptor:

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (W.5.4)

Applications:

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 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

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., whereas; however; while; on the one hand; therefore)

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 PowerPoint presentation) to enhance text

Select the most important information and appropriate amount of information

Recognize and use complex grammar structures:

- perfect continuous tense
- relative clauses

	<ul style="list-style-type: none"> • 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 <p>Use precise language (e.g., smell vs. scent; They should go vs. They have to go) and academic vocabulary (e.g., articulate vs. explain)</p> <p>Incorporate vocabulary and idioms learned through reading</p> <p>Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps)</p> <p>Establish and maintain style, tone and voice appropriate to purpose</p> <p>Use register and tone appropriate to the formality or seriousness of the situation, understanding of cultural expectations, and the relationship between writer and reader(s)</p> <p>Use natural and engaging language to connect with the audience</p> <p>Select vocabulary to convey nuance</p> <p>Use style techniques to create an effect (e.g., rhetorical questioning, repetition)</p> <p>Decide when to write with colloquial spelling/slang/reductions (e.g., wanna, gonna)</p>
<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 C Descriptor:</p> <p>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> <p>Determine relevant content for addressing writing purpose (e.g., specific evidence; relevant information; what not to say)</p> <p>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)</p> <p>Use graphic organizers to organize ideas into a narrative structure or rhetorical form (e.g., chronology; comparison/contrast)</p> <p>Use models of varied genres (e.g., biography; argumentative essay; poetry; social media)</p>

	<p>Make notes (e.g., evidence that supports or contradicts main points)</p> <p>Make a detailed outline to organize, prioritize, and sequence information from multiple sources</p> <p>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information</p> <p>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</p> <p>Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts, making important connections and distinctions (e.g., whereas; however; while; on the one hand; therefore)</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented</p> <p>Use formatting (e.g., headings; bullets), graphics (e.g., charts; tables), and multimedia (e.g., video in a PowerPoint presentation) to enhance text</p> <p>Recognize and correct vague or unclear pronouns, and inappropriate shifts in pronoun number and person</p> <p>Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas</p> <p>Check that vocabulary has appropriate connotation (e.g., smell vs. scent; They should go vs. They have to go) and that academic vocabulary is used (e.g., articulate vs. explain) and use verbs differing in manner (e.g., look; peek; glance; stare; glare; scowl) and adjectives differing in intensity (e.g., large; gigantic) to convey shades of meaning</p> <p>Review word choice (e.g., synonyms; homonyms; easily confused words)</p> <p>Use prefixes and suffixes to build words that express abstract concepts (e.g., -ness; -cracy; -ism)</p> <p>Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps) Establish and maintain style, tone and voice appropriate to purpose</p> <p>Use register and tone appropriate to the formality or seriousness of the situation, understanding of cultural expectations, and the relationship between writer and reader(s)</p> <p>Demonstrate individual thinking, insight, and interest in the topic</p> <p>Use natural and engaging language to connect with the audience</p> <p>Select vocabulary to convey nuance</p> <p>Use style techniques to create an effect (e.g., rhetorical questioning; repetition)</p> <p>Decide when to write with colloquial spelling/slang/ reductions (e.g., wanna; gonna)</p>
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	<p>Perform multiple re-readings of own writing and make content revisions for fidelity to purpose, clarity, a sense of voice, and consideration of audience</p> <p>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</p> <p>Add detail and textual evidence needed to support logical argument</p> <p>Delete unnecessary information</p> <p>Revise for completeness, level of detail, voice, tone, and formality</p> <p>Check that evidence is accurate and sufficient</p> <p>Combine and/or rearrange sentences as needed to add coherence</p>
<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> <p>Discuss information and ideas gleaned from diverse sources</p> <p>Use multi-media (e.g., video in a PowerPoint presentation) to enhance text</p>
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 C Descriptor:</p> <p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7)</p> <p>Applications:</p> <p>Discuss information and ideas gleaned from diverse sources</p> <p>Read and summarize information from print, audio and digital sources to build knowledge and synthesize with prior knowledge</p> <p>Make notes (e.g., list evidence that supports or contradicts main points)</p> <p>Develop a hypothesis to explore in writing</p> <p>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?)</p>

<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 C Descriptor:</p> <p>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)</p> <p>Applications:</p> <ul style="list-style-type: none"> • 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
<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 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> <p>Discuss information and ideas gleaned from diverse sources</p> <p>Make notes (e.g., evidence that supports or contradicts main points)</p> <p>Make a detailed outline to organize, prioritize, and sequence information from multiple sources</p> <p>Add detail and textual evidence needed to support logical argument</p>

Range of Writing	
<p>CCRS 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>This is an OACCRS writing anchor and not part of the CCRS.</p>

Language Standards: Level C

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

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 (who, whose, whom, which, that) and relative adverbs (where, when, why). • Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. • Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. • Form and use the perfect (e.g., <i>I had walked; I have walked; 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 rather than a red small bag</i>). • Form and use prepositional phrases. • Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>). • Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. • Correctly use frequently confused words (e.g., <i>to; too; two; there; 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 of the sentence. • 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>). • 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)
<p>Knowledge of Language</p>	
<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., <i>presenting ideas</i>) 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., <i>dialects, registers</i>) <ul style="list-style-type: none"> ○ 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 (<i>e.g., definitions, examples, restatements, cause/effect relationships and comparisons in text</i>) 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 (<i>e.g., telegraph, autograph, photograph, photosynthesis</i>). • Consult reference materials (<i>e.g., dictionaries, glossaries, thesauruses</i>), 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 word meanings.</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. • Recognize and explain the meaning of common idioms, adages, and proverbs. <p>Use the relationship between particular words (<i>e.g., synonyms, antonyms, homographs</i>) to better understand each of the words. (L.5.5)</p>
<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 (<i>e.g., quizzed, whined, stammered</i>). • Are basic to a particular topic (<i>e.g., wildlife, conservation, and endangered when discussing animal preservation</i>). • Signal contrast, addition, and other logical relationships (<i>e.g., however, although, nevertheless, similarly, moreover, in addition</i>). (L.4.6 and 5.6 merge).

Level D Single-Level Views: Reading, Writing, and Language

Reading Standards: Level D

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

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 10.²⁵)</i></p>	<p>Level D Descriptor:</p> <p>Cite Several Pieces Of Textual Evidence To Support Analysis Of What The Text Says Explicitly As Well As Inferences Drawn From The Text. (Ri/RI.7.1)</p> <p>Cite Specific Textual Evidence To Support Analysis Of Primary And Secondary Sources. (Rh.6-8.1)</p> <p>Cite Specific Textual Evidence To Support Analysis Of Science And Technical Texts. (Rst.6-8.1)</p> <p>Applications:</p> <p>Identify How Facts/Ideas Are Organized (<i>E.G., By Looking For Common Text Structures; By Attending To Signal Words</i>)</p> <p>Cite Strong And Thorough Textual Evidence To Support Analysis Of Specific Text Information And Inferences</p> <p>Break long sentences into phrases to determine their meaning</p> <p>Mark texts and/or make notes; organize notes and/or make own graphic organizer/text map</p> <p>Discuss with others</p>
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 D Descriptor:</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 judgments. (RI/RL.6.2)</p> <p>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>Applications:</p> <p>Scan/skim to understand main ideas</p> <p>Ask and answer higher-order questions to guide/assess reading (<i>e.g., Why did the author choose this data? How does this support the author's claims?</i>)</p> <p>Break long sentences into phrases and think about their meaning</p> <p>Mark texts and/or make notes</p> <p>Organize notes and/or make own graphic organizer/text map</p> <p>Write a summary to check understanding of what the text states explicitly</p> <p>Discuss with others</p> <p>Analyze specific details, including how they are related to each other and/or to the main/central idea</p>

	<p>Determine, analyze, and summarize the author’s central idea and major points (over multiple paragraphs/pages)</p> <p>Cite strong and thorough textual evidence to support analysis of specific text information and inferences</p>
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 D Descriptor:</p> <p>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (<i>e.g., through comparisons, analogies, or categories</i>). (RI.8.3)</p> <p>Identify key steps in a text’s description of a process related to history/social studies (<i>e.g., how a bill becomes law, how interest rates are raised or lowered</i>). (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> <p>Scan/skim for key words/terms</p> <p>Ask and answer higher-order questions to guide/assess reading (<i>e.g., How is this event impacted by previous events described in the text?</i>)</p> <p>Mark texts and/or make notes</p> <p>Organize notes and/or make own graphic organizer/text map</p> <p>Discuss with others</p> <p>Locate and interpret information in complex tables, graphs, and diagrams</p> <p>Determine, analyze, and summarize the stated and/or implied main idea of a paragraph and the details/evidence used to develop it</p>

²⁵ Standard 10 defines a staircase of increasing text complexity that rises from beginning reading to the college and career readiness level. Panel members added this statement to anchor standards 1-9 to make sure it is understood that the skills of reading are to be applied to level-appropriate complex text.

	<p>Determine, analyze, and summarize the author’s central idea and major points (over multiple paragraphs/pages)</p> <p>Analyze specific details, including how they are related to each other and/or to the main/central idea</p> <p>Combine, compare, contrast, and/or critique ideas, events, people, arguments or themes in the text (<i>e.g., discuss the effect of genre on how the theme of prejudice is developed in an essay</i>)</p>
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Vocabulary

<p>CCR 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 D Descriptor:</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>Applications:</p> <p>Apply meanings of terms, sometimes nuanced, related to academic or work topics (<i>e.g., math, social studies, science, literature, and/or occupational terms</i>)</p> <p>Interpret idioms, expressions, and/or collocations (<i>e.g., the jury is still out; in conclusion; auspicious occasion</i>)</p> <p>Recognize and apply meanings of a range of roots, prefixes, and suffixes (<i>e.g., phil-; carn-; chron-; hyper-; counter-; -ify; -cracy; -wise</i>)</p> <p>Distinguish between connotative and denotative meanings (<i>e.g., a cheap person vs. a thrifty person</i>)</p> <p>Use context to determine word meanings</p> <p>Use a college dictionary or thesaurus, identifying the appropriate definition and/or using etymological information</p> <p>Locate, name, interpret, and critique the use of descriptive and figurative language and literary techniques (<i>e.g., symbolism; metaphors; foreshadowing</i>)</p> <p>Provide textual evidence for how cultural, personal and/or historical events influence the author’s word choice</p>
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Text Structure	
<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. <i>(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)</i></p>	<p>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)</p> <p>Applications: 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) Scan/skim Ask and answer higher-order questions to guide/assess reading (e.g., <i>Why did the author present ideas in this order?</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 Locate specific information in a lengthy or dense source (e.g., <i>on the Internet; in a textbook or training manual</i>)</p>
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. <i>(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)</i></p>	<p>Level D Descriptor: 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) Identify aspects of a text that reveal an author’s point of view or purpose (e.g., <i>loaded language, inclusion or avoidance of particular facts</i>). (RH.6-8.6)</p> <p>Applications: 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 reason(s) 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., <i>how the language of a court opinion differs from that of a newspaper</i>) Assess how the author’s purpose affected decisions about the type of presentation to use (e.g., <i>article vs. editorial; poem vs. story</i>) Cite textual evidence to determine the author’s tone or the mood of the text</p>

	Cite evidence to assess how the cultural, personal and/or historical events influence the writing
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 outline by Reading Anchor 10.)</i></p>	<p>Level D Descriptor:</p> <p>Integrate information presented in different media or formats (<i>e.g., 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 (<i>e.g., in a flowchart, diagram, model, graph, or table</i>). (RST.6-8.7)</p> <p>Applications:</p> <p>Use complex functional texts/documents (<i>e.g., simple wills; voter eligibility materials</i>) and complex forms, tables, graphs, diagrams, and maps (<i>e.g., organizational diagram for a workplace; census charts; climate maps</i>)</p> <p>Read political cartoons depicting current people or events, and explain how it relates to an article or news story</p> <p>Explain how a graph relates to the information presented in written form</p> <p>Use complex digital texts (<i>e.g., dense web pages/sites; online reports</i>)</p> <p>Select appropriate print and digital text(s), specifying how the text addresses the reader’s goal (<i>e.g., by considering writing style, text features and supports, familiarity with source/ author, appropriateness of text type</i>)</p> <p>Scan/skim</p> <p>Make inferences using textual and graphic evidence</p> <p>Mark texts and/or make notes</p> <p>Organize notes and/or make own graphic organizer/text map</p> <p>Describe connection between illustrations and textual details in discussion with others</p>
Tracing the Argument	
<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 D Descriptor:</p> <p>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)</p> <p>Applications:</p> <p>Determine, analyze, and summarize the stated and/or implied main idea of a paragraph and the details/ evidence used to develop it</p> <p>Determine, analyze, and summarize the author’s central idea and major points (over multiple paragraphs/ pages)</p> <p>Analyze specific details, including how they are related to each other and/or to the main/central idea</p> <p>Evaluate the reliability, accuracy, and sufficiency of information, claims, or</p>

	<p>arguments (<i>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</i>)</p> <p>Cite strong and thorough textual evidence to support analysis of specific text information and inferences</p>																
Comparing Two Or More Texts																	
<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 D Descriptor:</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>Applications:</p> <p>Determine, analyze, and summarize the authors' stated and/or implied main ideas and the details/ evidence used to develop them</p> <p>Analyze specific details, including how they are related to each other and/or to the main/central idea</p> <p>Evaluate the reliability, accuracy, and sufficiency of information, claims, or arguments (<i>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</i>) in texts</p> <p>Use textual evidence to explain reasoning</p> <p>Combine, compare, contrast, and/or critique ideas, events, people, arguments or themes in different texts (<i>e.g., discuss how the theme of prejudice is developed in a primary source vs. a secondary source</i>)</p>																
Range Of Reading And Level Of Text Complexity																	
<p>CCRS Reading Anchor 10:</p> <p>Read and comprehend complex literary and informational texts independently and proficiently.²⁶</p>	<p>Level D Descriptor:</p> <p>Associated Quantitative Measures of Text Complexity for Reading Level D:</p> <table border="1"> <tr> <td>Common Core Band</td> <td>9-10th</td> </tr> <tr> <td>ATOS</td> <td>9.67-12.01</td> </tr> <tr> <td>Degrees of Reading Power®</td> <td>62-72</td> </tr> <tr> <td>Flesch-Kincaid</td> <td>8.32-12.12</td> </tr> <tr> <td>The Lexile Framework®</td> <td>1050-1335</td> </tr> <tr> <td>Reading Maturity</td> <td>8.41-10.81</td> </tr> <tr> <td>SourceRater</td> <td>9.02-13.93</td> </tr> <tr> <td>CASAS Reading GOALS Scale Scores</td> <td>228-238</td> </tr> </table>	Common Core Band	9-10th	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 Scale Scores	228-238
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The Lexile Framework®	1050-1335																
Reading Maturity	8.41-10.81																
SourceRater	9.02-13.93																
CASAS Reading GOALS Scale Scores	228-238																

²⁶See Appendix D of the CCRS for research explaining the importance of text complexity in reading achievement.

Writing Standards: Level D

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

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.• 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., <i>headings</i>), graphics (e.g., <i>charts; tables</i>), 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: Note for Levels C-E: Students' narrative skills continue to grow in these levels as students work to incorporate narrative elements effectively into their arguments and informative/explanatory texts.

Production and Distribution of Writing	
<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 D Descriptor:</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W/WHST.6-8.4)</p> <p>Applications:</p> <p>Consider how purpose and audience will affect content, word choice, length and level of detail, formality, and organization of the text</p> <p>Use models of varied rhetorical forms (e.g., argument, description, analysis)</p> <p>Make a detailed outline to expand or narrow the focus of the text</p> <p>Practice with models to prepare for high-stakes purposes, such as timed high school equivalency or college entrance exams</p> <p>Write a paragraph focused on a stated or implied main idea, with multiple details or evidence to support it, and a concluding sentence</p> <p>Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically</p> <p>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible source</p> <p>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence</p> <p>Provide a concluding statement or section that follows from and supports the argument presented</p> <p>Select the form of media that will most effectively deliver one’s message</p> <p>Recognize and use varied grammar structures to convey specific meanings and add variety and interest to writing:</p> <ul style="list-style-type: none"> • varied types of phrases (noun; verb; adjectival; adverbial; participial; prepositional; absolute) • 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) <p>Communicate with reader in an authentic and engaging manner</p> <p>Use words and punctuation for effect</p> <p>Use style techniques to create an effect (e.g., hyperbole; alliteration; symbolism)</p> <p>Demonstrate commitment to the subject/message</p>
<p>CCRS Writing Anchor 5:</p> <p>Develop and strengthen writing as needed by</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</p>

<p>planning, revising, editing, rewriting, or trying a new approach.</p>	<p>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> <p>Consider how purpose and audience will affect content, word choice, length and level of detail, formality, and organization of the text</p> <p>Identify how the purpose of the reader(s) relates to own purpose for writing, and how or whether to adjust (e.g., employer asks for cover letter that describes past 3 jobs, but you want to focus on your most impressive experience)</p> <p>Use formatting (e.g., highlighted text, insets) and graphics (e.g., charts; tables) to enhance text</p> <p>Determine relevant content for addressing writing purpose (e.g., sufficient specific and relevant facts; valid reasons; concrete details and examples to support a thesis)</p> <p>Analyze what you know about writing in this situation or genre (e.g., the characteristics of a letter to the editor that gets published)</p> <p>Use graphic organizers suited to specific text types/genres (e.g., a Venn diagram is best suited to a comparison/contrast text structure)</p> <p>Use models of varied rhetorical forms (e.g., argument; description; analysis)</p> <p>Make a detailed outline to expand or narrow the focus of the text</p> <p>Recognize and use varied grammar structures to convey specific meanings and add variety and interest to writing:</p> <p>varied types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute)</p> <p>varied types of clauses (independent, dependent; noun, relative, adverbial)</p> <p>Use a variety of sentence types, including compound and complex sentences, to construct text that is well-connected and flows throughout</p> <p>Demonstrate awareness of how grammar choices affect meaning (e.g., conditional vs. subjunctive)</p> <p>Use vocabulary specific to an academic discipline or vocation (e.g., chromosome band; axis of weld)</p> <p>Use context to determine when to use slang, idioms and colloquialisms appropriately</p> <p>Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered)</p> <p>Express flavor and texture through style, tone and voice that is appropriate to purpose</p> <p>Use register and tone appropriate to the formality or seriousness of the situation, understanding of academic expectations, and the relationship between writer and reader(s)</p> <p>Perform multiple re-readings of own text to improve the fidelity to purpose,</p>
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	<p>clarity, a sense of voice, reasoning, thoroughness, and consideration of audience</p> <p>Choose from a wide range of strategies to give and receive feedback</p> <p>Add detail and textual evidence to support logical argument to meet academic and workplace standards</p> <p>Delete irrelevant or redundant information</p> <p>Revise for clarity to strengthen argument, elaborate points, or improve examples</p> <p>Review word choice to enhance description, improve accuracy, and avoid repetition</p> <p>Combine and/or rearrange sentences as needed to add coherence</p>
<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> <p>Read, analyze and evaluate information from print, audio and digital sources to build knowledge</p> <p>Select the form of media that will most effectively deliver one’s message</p> <p>Use formatting (e.g., highlighted text, insets) and graphics (e.g., charts; tables) to enhance text</p> <p>Quote or paraphrase the data and conclusions of others while avoiding plagiarism</p> <p>Choose from a wide range of strategies to give and receive feedback</p>
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> <p>Determine specific purposes (e.g., to make an argument in a paper; to defend a hypothesis) for writing</p> <p>Discuss information and ideas gleaned from diverse sources, including academic lectures or texts</p> <p>Journal, freewrite, or take notes from a book to explore one’s understanding of a topic and identify questions</p> <p>Read, analyze and evaluate information from print, audio and digital sources to build knowledge</p> <p>Make notes of references and data to cite or quote</p> <p>Make a detailed outline to expand or narrow the focus of the text</p> <p>Conduct short research projects to answer a question, using search terms</p>

	<p>effectively and assessing the usefulness and credibility of each resource in answering the question</p> <p>Quote or paraphrase the data and conclusions of others while avoiding plagiarism</p>
<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> <p>Discuss information and ideas gleaned from diverse sources, including academic lectures or texts</p> <p>Journal, freewrite, or take notes from a book to explore one’s understanding of a topic and identify questions</p> <p>Read, analyze and evaluate information from print, audio and digital sources to build knowledge</p> <p>Determine relevant content for addressing writing purpose (e.g., sufficient specific and relevant facts; valid reasons; concrete details and examples to support a thesis)</p> <p>Make notes of references and data to cite or quote</p> <p>Check that information is accurate and sources are credible</p> <p>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</p> <p>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources</p> <p>Quote or paraphrase the data and conclusions of others while avoiding plagiarism</p>
<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 D 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 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> <p>Discuss information and ideas gleaned from diverse sources, including academic lectures or texts</p>

	<p>Journal, freewrite, or take notes from a book to explore one’s understanding of a topic and identify questions</p> <p>Read, analyze and evaluate information from print, audio and digital sources to build knowledge</p> <p>Make notes of references and data to cite or quote</p> <p>Check that information is accurate and sources are credible</p> <p>Quote or paraphrase the data and conclusions of others while avoiding plagiarism</p>
Range of Writing	
<p>CCRS 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>This is an OACCRS writing anchor and not part of the CCRS.</p>

Language Standards: Level D

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

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 D 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"> • 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,

	<p>conditional, and subjunctive mood.</p> <ul style="list-style-type: none"> i. Recognize and correct inappropriate shifts in verb voice and mood. j. Explain the function of phrases and clauses in general and their function in specific sentences. k. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. l. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. (L.6.1 through 8.1 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 D Descriptor:</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation (commas, parentheses, ellipsis, dashes) to set off nonrestrictive/parenthetical elements. b. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). c. Use an ellipsis to indicate an omission. d. Spell correctly. (L.6.2 through 8.2 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 D Descriptor:</p> <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)
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 D 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"> a. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience; auditory; audible). c. 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. d. 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>CCRS Language Anchor 5:</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>There is no CCR Level-Specific Descriptor for this Anchor at Level D.</p>
<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 D Descriptor:</p> <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 expression. (L.8.6)</p>

Level E Single-Level Views: Reading, Writing, and Language

Reading Standards: Level E

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

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>(Apply this standard to texts of appropriate</p>	<p>Level E Descriptor:</p> <p>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)</p> <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) <p>Applications:</p> <p>Identify how facts/ideas are organized (e.g., by looking for common text structures;</p>

<p>complexity as outlined by Reading Anchor 10.)</p>	<p>by attending to signal words)</p> <p>Scan/skim</p> <p>Ask and answer higher-order questions to guide/ assess reading (e.g., Why does the author present their ideas in this sequence?; How does the evidence support the argument?)</p> <p>Break long sentences into phrases to determine their meaning</p> <p>Mark texts and/or make notes</p> <p>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)</p> <p>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</p>
<p>Development of Central Ideas</p>	
<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>(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)</p>	<p>Level E Descriptor:</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> <p>Applications:</p> <p>Preview key sections of the text (e.g., advance organizers; headings/subheadings; first/last paragraphs; first/last sentences of paragraphs)</p> <p>Identify how facts/ideas are organized (e.g., by looking for common text structures; by attending to signal words)</p> <p>Ask and answer higher- order questions to guide/ assess reading (e.g., Why does the author present their ideas in this sequence?; How does the evidence support the argument?)</p> <p>Break long sentences into phrases and think about their meaning</p> <p>Mark texts and/or make notes</p> <p>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</p> <p>Determine, analyze, and summarize the stated and/or implied main idea of a paragraph and the details/ evidence used to develop it</p>
<p>Interactions</p>	
<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>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</p>

<p>(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)</p>	<p>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> <p>Scan/skim</p> <p>Ask and answer higher-order questions to guide/assess reading (e.g., How does this step in the procedure impact subsequent steps?)</p> <p>Make inferences using textual evidence</p> <p>Break long sentences into phrases and think about their meaning</p> <p>Mark texts and/or make notes</p> <p>Determine, analyze, and summarize one or more central ideas (over multiple paragraphs/pages) and their major points and connections</p> <p>Analyze specific details, including how they are related to each other and/or to a main/central idea</p> <p>Follow complex, multi-step directions, integrating written and graphic information (e.g., registering for college courses; applying for financial aid; following directions specific to career training)</p> <p>Combine, compare, and/or contrast ideas, arguments, or themes across a text</p>
<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>(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)</p>	<p>Level E Descriptor:</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 (e.g., how the language of a court opinion differs from that of a newspaper). (RI/RL.9-10.4)</p> <ul style="list-style-type: none"> • 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>Applications:</p> <p>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.; QID for quantity intake daily; GDP for gross domestic product)</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 (e.g., how the language of a court opinion differs from that of a newspaper)</p> <p>Interpret idioms, expressions, and/or collocations (e.g., short circuit; economic downturn; form a hypothesis)</p> <p>Apply meanings of a range of roots, prefixes, and suffixes (e.g., frater-; domin-; magni-; omni-; -acious; -ulent)</p> <p>Distinguish between connotative and denotative meanings (e.g., critical as</p>

	<p>“examining carefully” vs. “negative input”</p> <p>Use context to determine word meanings</p> <p>Use a college dictionary or thesaurus, identifying the appropriate definition and/or using etymological information</p> <p>Assess how the author’s purpose affected decisions about word and phrasing choices</p> <p>Provide textual evidence to describe the author’s tone or the mood of the text</p> <p>Provide textual evidence for how cultural, personal and/or historical events influence the author’s word choice</p>
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>(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)</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> <p>Use text format and features (e.g., search engines; drop-down menus; indices; advance organizers)</p> <p>Identify how facts/ideas are organized (e.g., by looking for common text structures; by attending to signal words)</p> <p>Ask and answer higher-order questions related to text structure</p>
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>(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)</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> <ul style="list-style-type: none"> • 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>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., satire, sarcasm, irony, or understatement). (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> <p>Discuss how author’s choice of text type, literary genre, and/or topic connects to author’s purpose</p> <p>Interpret political cartoons depicting current or historical people and events</p>

	<p>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)</p> <p>Determine the author's tone or the mood of the text, providing evidence</p> <p>Assess how the author's purpose affected decisions about the type of presentation to use (e.g., article vs. editorial; poem vs. story)</p> <p>Assess how the cultural, personal, and/or historical influences the writing, providing specific evidence</p> <p>Evaluate the effectiveness/appeal of the author's style, citing specific examples)</p> <p>Discuss how an author's style/ typical theme is evidenced in different works</p>
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>(Apply this standard to texts of appropriate complexity as outline by Reading Anchor 10.)</p>	<p>Level E Descriptor:</p> <p>Integrate quantitative or technical analysis (e.g., charts; research data) 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., a table or chart) and translate information expressed visually or mathematically (e.g., in an equations) into words. (RST.9-10.7)</p> <p>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)</p> <p>Applications:</p> <p>Use complex functional texts/documents (e.g., warranties; contracts; primary sources)</p> <p>Use complex forms, tables, graphs, diagrams, and maps (e.g., financial aid table; stock market charts/graphs)</p> <p>Read and analyze political cartoons, comparing them to a news article or report about the same topic or event</p> <p>Use complex digital texts (e.g., multi-layered web sites; online reports)</p> <p>Select appropriate print and digital text(s), specifying how the text addresses the reader's goal (e.g., by considering writing style, text features and supports, familiarity with source/ author, appropriateness of text type)</p> <p>Use text format and features (e.g., search engines; drop-down menus; indices; advance organizers)</p> <p>Identify how facts/ideas are organized (e.g., by looking for common text structures; by attending to signal words)</p> <p>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?)</p>
Tracing the Argument	
<p>CCRS Reading Anchor 8:</p> <p>Delineate and evaluate the</p>	<p>Level E Descriptor:</p> <p>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</p>

<p>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>(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)</p>	<p>false statements and fallacious reasoning. (RI.9-10.8)</p> <p>Applications:</p> <p>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)</p> <p>Interpret source and clarifying information provided in embedded citations, footnotes, and endnotes (e.g., APA/MLA style)</p>
<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>(Apply this standard to texts of appropriate complexity as outlined by Reading Anchor 10.)</p>	<p>Level E Descriptor:</p> <p>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)</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 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>Compare and contrast treatments of the same topic in several primary and secondary sources. (RH.9-10.9)</p> <p>Applications:</p> <p>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</p> <p>Analyze specific details, including how they are related to each other and/or to a main/central idea</p> <p>Discuss how an author’s style/typical theme is evidenced in different works</p> <p>Combine, compare, contrast and/or critique styles, ideas, events, people, arguments, or themes from different texts, including primary and secondary sources</p>

Range of Reading and Level of Text Complexity																	
<p>CCRS Reading Anchor 10:</p> <p>Read and comprehend complex literary and informational texts independently and proficiently.²⁷</p>	<p>Level E Descriptor:</p> <p>Associated Quantitative Measures of Text Complexity for Level E:</p> <table border="1"> <tr> <td>Common Core Band</td> <td>11th-CCR</td> </tr> <tr> <td>ATOS</td> <td>11.20-14.10</td> </tr> <tr> <td>Degrees of Reading Power®</td> <td>67-74</td> </tr> <tr> <td>Flesch-Kincaid</td> <td>10.34-14.2</td> </tr> <tr> <td>The Lexile Framework®</td> <td>1185-1385</td> </tr> <tr> <td>Reading Maturity</td> <td>9.57-12.00</td> </tr> <tr> <td>SourceRater</td> <td>12.30-14.50</td> </tr> <tr> <td>CASAS Reading GOALS Scale Scores</td> <td>ABE Level 5-LA: 239-248 ABE Level 6-LA: 249 and above</td> </tr> </table>	Common Core Band	11th-CCR	ATOS	11.20-14.10	Degrees of Reading Power®	67-74	Flesch-Kincaid	10.34-14.2	The Lexile Framework®	1185-1385	Reading Maturity	9.57-12.00	SourceRater	12.30-14.50	CASAS Reading GOALS Scale Scores	ABE Level 5-LA: 239-248 ABE Level 6-LA: 249 and above
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Writing Standards: Level E Single-Level View

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

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 E Descriptor:</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> a. 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. b. 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. c. 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. d. Establish and maintain a formal style and objective tone while attending

²⁷ See appendix D of the CCRS for research explaining the importance of text complexity in reading achievement.

	<p>to norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented. (W/WHST.9-10.1)</p>
<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 E Descriptor:</p> <p>Write informative/explanatory texts to examine and convey complex 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> <p>Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (<i>e.g., headings</i>), graphics (<i>e.g., figures; tables</i>), and multimedia when useful to aiding comprehension.</p> <p>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.</p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (<i>e.g., articulating implications of the significance of the topic</i>). (W/WHST.9-10.2)</p>
<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>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.</p>
Production and Distribution of Writing	
<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> <p>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</p> <p>Use models of complex text (<i>e.g., research reports; proposals</i>)</p> <p>Make a detailed outline to organize complex text</p>

	<p>Write a paragraph focused on a stated or implied main idea, with coherently-related details or evidence to support it, and a concluding sentence</p> <p>Introduce a complex topic and make accessible by organizing key ideas and concepts</p> <p>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) (<i>e.g., on the other hand; notwithstanding</i>)</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (<i>e.g., articulating implications, recommendations, or observations on the relevance of the subject to a wider context</i>)</p> <p>Select the form of media that will most effectively deliver one’s message</p> <p>Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy</p> <p>Recognize and use complex grammar structures and make grammar choices appropriate to purpose and formality of the task</p> <p>Use a balance of all four sentence types (simple, compound, complex, and compound-complex), varying for meaning, audience interest, and style</p> <p>Vary sentence beginnings and use connectives to create a rhythm and flow in the text</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic</p> <p>Use understanding of their connotative meanings when choosing words</p> <p>Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (<i>e.g., knew; believed; suspected; heard; wondered</i>)</p> <p>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</p> <p>Establish and maintain a formal style and objective tone in academic writing</p> <p>Use register and tone appropriate to the formality or seriousness of the situation, understanding of academic expectations, and the relationship between writer and reader(s)</p> <p>Use style techniques to create an effect (<i>e.g., irony; sarcasm; euphemism</i>)</p> <p>Communicate both literal and implied meanings</p>
<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 level.) (W.11-12.5)</p> <p>Applications:</p>

	<p>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</p> <p>Identify how the purpose of the reader(s) relates to own purpose for writing, and how or whether to adjust (<i>e.g., a freewrite can be revised to meet the specifications of a 3-page paper</i>)</p> <p>Determine relevant content for addressing writing purpose (<i>e.g., specific and relevant facts, valid reasons, concrete details and examples to support a thesis</i>)</p> <p>Analyze what you know about writing in this situation or genre</p> <p>Use models of complex text (<i>e.g., research reports; proposals</i>)</p> <p>Make a detailed outline to organize complex text</p> <p>Use formatting and graphics (<i>e.g., figures; tables</i>) to enhance text</p> <p>Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy</p> <p>Recognize and use complex grammar structures and make grammar choices appropriate to purpose and formality of the task</p> <p>Use a balance of all four sentence types (simple, compound, complex, and compound-complex), varying for meaning, audience interest, and style</p> <p>Vary sentence beginnings and use connectives to create a rhythm and flow in the text</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic</p> <p>Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (<i>e.g., knew; believed; suspected; heard; wondered</i>)</p> <p>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</p> <p>Establish and maintain a formal style and objective tone in academic writing</p> <p>Use register and tone appropriate to the formality or seriousness of the situation, understanding of academic expectations, and the relationship between writer and reader(s)</p> <p>Use style techniques to create an effect (<i>e.g., irony; sarcasm; euphemism</i>)</p> <p>Perform multiple re-readings 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</p> <p>Choose from a wide range of strategies to give and receive feedback</p> <p>Add detail, textual evidence, and analysis needed to support logical argument to meet academic and workplace standards</p> <p>Delete irrelevant or redundant information</p> <p>Revise for clarity to strengthen argument, elaborate points, refine word choice,</p>
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	<p>and improve examples</p> <p>Change voice/tone as needed to better address needs of audience</p> <p>Combine and/or rearrange sentences as needed to add coherence</p>
<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> <p>Select the form of media that will most effectively deliver one’s message</p> <p>Use formatting and graphics (<i>e.g., figures; tables</i>) to enhance text</p> <p>Analyze what you know about writing in this situation or genre (<i>e.g., how public to make a blog posting about a sensitive topic</i>)</p>
<p>Research to Build and Present Knowledge</p>	
<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> <p>Determine specific purposes (<i>e.g., to identify the point of view of a newspaper editorial; to analyze a complex process</i>) for writing</p> <p>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</p> <p>Discuss information and ideas gleaned from diverse sources, including research and academic lectures or texts</p> <p>Journal, freewrite, or take notes from multiple sources to explore one’s understanding of a topic and identify researchable questions</p> <p>Read, analyze, and critique information from print, audio and digital sources to build knowledge</p> <p>Determine relevant content for addressing writing purpose (<i>e.g., specific and relevant facts, valid reasons, concrete details and examples to support a thesis or claim</i>)</p> <p>Analyze what you know about writing in this situation or genre (<i>e.g., how to make a blog posting about a sensitive topic</i>)</p> <p>Make notes of references and data to cite or quote</p> <p>Develop claim(s) and counterclaim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both</p> <p>Use formatting and graphics (<i>e.g., figures; tables</i>) to enhance text</p>

<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> <p>Discuss information and ideas gleaned from diverse sources, including research and academic lectures or texts</p> <p>Journal, freewrite, or take notes from multiple sources to explore one’s understanding of a topic and identify researchable questions</p> <p>Read, analyze, and critique information from print, audio and digital sources to build knowledge</p> <p>Determine relevant content for addressing writing purpose (<i>e.g., specific and relevant facts, valid reasons, concrete details and examples to support a thesis</i>)</p> <p>Make notes of references and data to cite or quote</p> <p>Check that information is accurate and sources are credible</p> <p>Develop claim(s) and counterclaim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both</p> <p>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) (<i>e.g., on the other hand; notwithstanding</i>)</p>
<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 E Descriptor:</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply Reading Anchors from this level to literature (<i>e.g., 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>). b. Apply Reading Anchors from this level to literary nonfiction (<i>e.g., Integrate quantitative or technical analysis with qualitative analysis in print or digital text</i>). (W/WHST.11-12.9) <p>Applications:</p> <p>Discuss information and ideas gleaned from diverse sources, including research and academic lectures or texts</p> <p>Journal, freewrite, or take notes from multiple sources to explore one’s understanding of a topic and identify researchable questions</p> <p>Read, analyze, and critique information from print, audio and digital sources to build knowledge</p> <p>Make notes of references and data to cite or quote</p>

	Add detail, textual evidence, and analysis needed to support logical argument to meet academic and workplace standards
Range of Writing	
CCRS 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.	This is an OACCRS writing anchor and not part of the CCRS.

Language Standards: Level E

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

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"> a. Use parallel structure. b. 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"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly. (L.9-10.2)

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>There is no CCRS Level-Specific Descriptor for this Anchor at Level E.</p>
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 E Descriptor:</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (<i>e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence</i>) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (<i>e.g., conceive; conception; conceivable</i>). c. Consult general and specialized reference materials (<i>e.g., dictionaries; glossaries; thesauruses</i>), 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. d. Verify the preliminary determination of the meaning of a word or phrase (<i>e.g., by checking the inferred meaning in context or in a dictionary</i>). (L.11-12.4)
<p>CCRS Language Anchor 5:</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>There is no CCRS Level-Specific Descriptor for this Anchor at Level E.</p>

<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 E Descriptor:</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 knowledge when considering a word or phrase important to comprehension or expression. (L.11-12.6)</p>
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Reading Foundational Skills Levels I-III

Reading Foundational Skills Standards Level I

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

Print Concepts	
<p>CCRS Reading Foundational Skills Anchor 1 (*This anchor is from CCSS, not CCRS)</p> <p>Demonstrate: understanding of the organization and basic features of print.</p>	<p>Level I Descriptor:</p> <p>Follow words from left to right, top to bottom, and page by page.</p>
Phonemic Awareness	
<p>CCRS Reading Foundational Skills Anchor 2:</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<p>Level I Descriptor:</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> a. Recognize and produce rhyming words. b. Distinguish long from short vowel sounds in spoken single-syllable words. c. Count, pronounce, blend, and segment syllables in spoken words.

	<ul style="list-style-type: none"> d. Blend and segment onsets and rimes of single-syllable spoken words. e. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. f. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). g. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. h. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (RF.K.2 and 1.2 merge)
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Phonics and Word Recognition

<p>CCRS Reading Foundational Skills Anchor 3:</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>Level I Descriptor:</p> <p>Know and apply grade-level 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 (<i>e.g., the, of, to, you, she, my, is, are, do, does</i>).</p> <p>Recognize and read grade-appropriate irregularly spelled words. (RF.K.3 and 1.3 merge)</p>
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Fluency	
<p>CCRS Reading Foundational Skills Anchor 4:</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Level I Descriptor:</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read grade-level text with purpose and understanding.</p> <p>Read grade-level 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>

Reading Foundational Skills Standards: Level II

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

Print Concepts	
<p>CCRS Reading Foundational Skills Anchor 1 (*This anchor is from CCSS, not CCRS):</p> <p>Demonstrate understanding of the organization and basic features of print.</p>	<p>Level II Descriptor:</p> <p>Recognize that spoken words are represented in written language by specific sequences of letters.</p>
Phonemic Awareness	
<p>CCRS Reading Foundational Skills Anchor 2:</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<p>There is no CCRS Level-Specific Descriptor for this Anchor at Level II.</p>
Phonics And Word Recognition	
<p>CCRS Reading Foundational Skills Anchor 3:</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>Level II Descriptor:</p> <p>Know and apply grade-level 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 multisyllable words.</p> <p>Recognize and read grade-appropriate irregularly spelled words. (RF.2.3 and 3.3 merge)</p>
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> <p>Read grade-level text with purpose and understanding.</p> <p>Read grade-level 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>

Reading Foundational Skills Standards: Level III

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

Print Concepts	
<p>CCRS Reading Foundational Skills Anchor 1 (*This anchor is from CCSS, not CCRS):</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>There is no CCRS Level-Specific Descriptor for this Anchor at Level III.</p>
Phonics And Word Recognition	
<p>CCRS Reading Foundational Skills Anchor 3:</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>Level III Descriptor:</p> <p>Know and apply grade-level 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. (RF.4.3 and 5.3 merge)</p>

Fluency	
<p>CCRS Reading Foundational Skills Anchor 4:</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Level III Descriptor:</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read grade-level text with purpose and understanding.</p> <p>Read grade-level 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>

Appendix D: Support Resources

NATIONAL STANDARDS

College and Career Readiness Standards for Adult Education

The OACCRS includes these standards. The link to the original is here:

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

English Language Proficiency Standards for Adult Education (For ELL learners)

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

NATIONAL PROFESSIONAL DEVELOPMENT

Professional Development Units for CCR Standards in ELA/Literacy—foundational

<https://lincs.ed.gov/state-resources/federal-initiatives/college-career-readiness/ela>

Professional Development Units for CCR Standards in ELA/Literacy—advanced

<http://lincs.ed.gov/programs/ccr/ela#advanced>

Professional development regarding ELP Standards: Preparing Adult English Language Learners for State-Adopted Academic Content Standards (Three e-learning modules)

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

OTHER STATES' CCRS PROFESSIONAL DEVELOPMENT

Kentucky professional development requirements for CCRS

http://kyae.ky.gov/educators/ccrsbi/9/1SIA_Jan13_General.pdf

Kentucky collection of useful links to national resources

<http://kyae.ky.gov/educators/ccrsbi/index.html>

Massachusetts/SABES links to CCRSAE resources

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

Minnesota CCRS resources

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

Minnesota Literacy Council: 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 at: <https://online.themlc.org/>

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

This resource Includes information about prioritizing standards and “retrofitting” lesson plans.

<https://static1.squarespace.com/static/55a158b4e4b0796a90f7c371/t/58cc9a836b8f5b67ee4b5969/1489803921184/2017+Spring+COABE+Journal.pdf>

IMPLEMENTATION

2014 Manual for Implementing Standards

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

Checklists for Effective State and Local Implementation

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

RATIONALE

Use for IET

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

STANDARDIZED ASSESSMENTS AND THE CCRS

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

http://www.paadultedresources.org/uploads/8/6/3/4/8634493/ccrs_and_ged_resource_list.pdf

Alignment to CASAS GOALS for Reading

<http://www.casas.org/docs/default-source/product-brochures/reading-goals-test-blueprint-june-2018.pdf?sfvrsn=8?Status=Master>

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

RESOURCES FOR TEACHERS

Lesson Plan Building and Sharing Tools (in WebScan by David Rosen)

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

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. This site can be accessed at the following link: https://lincs.ed.gov/publications/reading_components

TRAINING RESOURCES

Career and College Readiness Standards-in-Action Trainers Guide Training modules including PowerPoint 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/college-career-readiness/ela>

Appendix E: 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 (<http://www.victoria.ac.nz/lals/resources/academicwordlist/>) provides a list of the most common academic words found in English texts

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/WorkforceBoard/board/Documents/8.1a%20ACTION%20ITEM%20State%20adult%20attainment%20goal%20\(HB%202311,%202017\).pdf](https://www.oregon.gov/WorkforceBoard/board/Documents/8.1a%20ACTION%20ITEM%20State%20adult%20attainment%20goal%20(HB%202311,%202017).pdf)

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 and writers should acquire to prepare for success in college or a career

ATOS - A computer program that measures text complexity quantitatively, produced by Renaissance Learning, this measure 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 skill needs. Career pathways have multiple 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 that measures text complexity quantitatively, produced by Questar Assessment, Inc. The DRP analyzer measures 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, McKeown, & Kucan (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

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 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 - A classroom activity where info is broken into pieces and shared by groups. 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 - The result of national research on the Common Core State Standards (CCSS) for K-12 education, the three key advances (key shifts) in instruction emphasize the importance of text complexity and connections between evidence and knowledge; see page 6 for detailed information

Key Shifts - Used interchangeably with term Key Advances in the CCRS

L - The acronym used to cite the Language anchors in the Common Core 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 - This measure produced by MetaMetrics 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). Lexile measures 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 - 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 (NRS) for Adult Education, the accountability system for the Federally funded adult education program, 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 - Oregon Council for Adult Basic Skills Development (OCABSD)

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 (OVAE)

Perkins V - 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; issues related to 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. These three aspects 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. Scores range from below 200L for beginning readers to above 1600L for the most advanced materials.

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

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

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

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

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

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

Standard - Something that others of a similar type are compared to or measured by, 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. They are also known as “technical vocabulary” or “content vocabulary”

Text Complexity - In this document, the complexity of the text refers to the qualitative and quantitative measures of that text; quantitative measures are detailed in Anchor 10 of the Reading standard, and we have included a Qualitative Rubric for Informational Texts the Teacher Toolbox, [Tool 1: Selecting Texts Worth Reading](#)

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, characters, animals, etc.

W - The acronym used to cite the Writing anchors in the Common Core Standards (CCSS)

WHST - The acronym used to cite the Writing for History/Social Studies, Scientific and Technical Subjects anchors in the Common Core 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.