Activity 3

Connecticut Core Standards for English Language Arts and Literacy

Grades 6–12

Systems of Professional Learning

Connecticut Core Standards Systems of Professional Learning

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Activity 3

Activity 3: Reading, Writing, and Speaking with Evidence

DESCRIPTION

Part 1: In table groups of grades 6–8, 9–10, and 11–12 , coaches will reflect on a video example of a teacher's text-dependent questions based on a content-rich nonfiction text.

Part 2: Participants will create an anchor chart reflecting "take-aways" for Shift 2.

RESOURCES

- Video: "The Declaration of Independence" (Grade 8, ELA/Literacy, Subject: History) http://commoncore.americaachieves.org/module/5 (Segment 2: 02:09–05:15, Segment 4: 06:50–07:24, Segment 7: 08:50–9:29) approx.4.5 minutes total on text evidence
- Lesson plan for The Declaration of Independence
- Connecticut Core Standards English Language Arts, 6–12 Standards Progression
- Text exemplars from Appendix B Grades 6–8
    - Informational Texts: History/Social Studies–United States. *Preamble and First Amendment to the United States Constitution.*
    - Informational Texts: History/Social Studies–Monk, Linda R. *Words We Live By: Your Annotated Guide to the Constitution.*
- Text exemplars from Appendix B Grades 9–10
    - Informational Text: English Language Arts–King, Jr., Martin Luther. "Letter from Birmingham Jail."
- Text exemplars from Appendix B Grades 11–12
    - Informational Text: Science, Mathematics, and Technical Subjects–Kane, Gordon. "The Mysteries of Mass"

Activity 3, Part 1: Viewing a Video

DIRECTIONS

View a video of instruction related to Shift 2 and discuss your observations.

We are going to view segments of a video lesson that show a grade 8 class reading closely the *Declaratation of Independence*. For this activity, we will will focus on the teacher's text-dependent questions and the students' text-based answers. The lesson plan and worksheet, including the text excerpt for the video lesson, are included in this packet.

As you watch the video, focus on the text-dependent questions that the teacher poses and the students' responses to the questions.

- Do the questions specifically address content-rich material in the text? What types of questions is the teacher asking?
- Are students successful in responding to the questions with textual evidence?
- Pay special attention to the way that the teacher helps students become proficient on the reading, writing, and speaking with evidence standards for the lesson:

  o RH.6-8.1 Identification and use of textual evidence from primary sources.
  o RH.6-8.4 Determine meaning of words and phrases as they are used in a text.
  o RH.6-8.6 Identify aspects of language that reveal point of view.
  o WH.6-8.1.b Support claims with evidence.
  o WH.6-8.2.d Use precise language to explain.
  o WH.6-8.9 Draw evidence from informational text.
  o RI.5.8 Explain how an author uses evidence to support particular points.

After watching the video, briefly review the printed lesson plan. "Turn-and-Talk" to your neighbor to discuss what you observed in the video and lesson plan that exemplifies the value of text-dependent questioning in close reading of meaningful content.

LESSON

Grade	8	Subject	History
Unit name	The Declaration of Independence	Lesson	Close Reading of Part 3 of the Declaration of Independence
Lesson #	3	Teacher	Tim Bailey

UNIT OVERVIEW

Day One	Section 1 – modeled analysis
Day Two	Section 2 – guided analysis
Day Three	Section 3 – independent analysis
Day Four	Section 4 – independent – more challenging selection
Day Five	Synthesize, analyze, write

CCS Standards for English Language Arts	**Reading Standards** RH6-8.1 Identification and use of textual evidence from primary sources RH6-8.2 Determine and summarize central idea (of text) RH6-8.4 Determine meaning of words and phrases as they are used in a text RH6-8.6 Identify aspects of language that reveal point of view **Writing Standards** WH6-8.1.b Support claims with evidence WH6-8.2 d Use precise language to explain WH6-8.9 Draw evidence from informational texts

LESSON PLAN: THE DECLARATION OF INDEPENDENCE

SECTION	TIME	SHIFT	DETAIL
Introduction	1 minute	Text Selection	Tell the students that they will be further exploring what Thomas Jefferson was saying in the third section of The Declaration by reading and understanding Jefferson's own words and then being able to tell, in their own words what it was that he wrote. Today they will be working by themselves on their summaries.
Review	4 minutes	Evidence from text	The students and teacher discuss what they did yesterday and the meaning of the first and second selections.
Reading the text	8 minutes		Read selection aloud then "share read" the third selection with the students. This is done by having the students follow along silently while the teacher begins reading aloud. The teacher models prosody, inflection, and punctuation. The teacher then asks the class to join in with the reading after a couple of sentences while the teacher continues to read along with the students, still serving as the model for the class. This technique will support struggling readers as well as English Language Learners (ELL).
Introduction to activity	2 minutes		Explain that the class will be analyzing the third selection from The Declaration of Independence today. All students are given a copy of Summary Organizer #3 (worksheet). Put a copy of Summary Organizer 3 (worksheet) on display in a format large enough for all of the class to see (an overhead projector, Elmo projector, or similar device). Explain that today they will be going through the same process as yesterday but they will be working by themselves. Explain that the objective is still to select "Key Words" from the third paragraph and then use those words to create a summary sentence that gets at the gist of what Jefferson was writing about in the third selection.

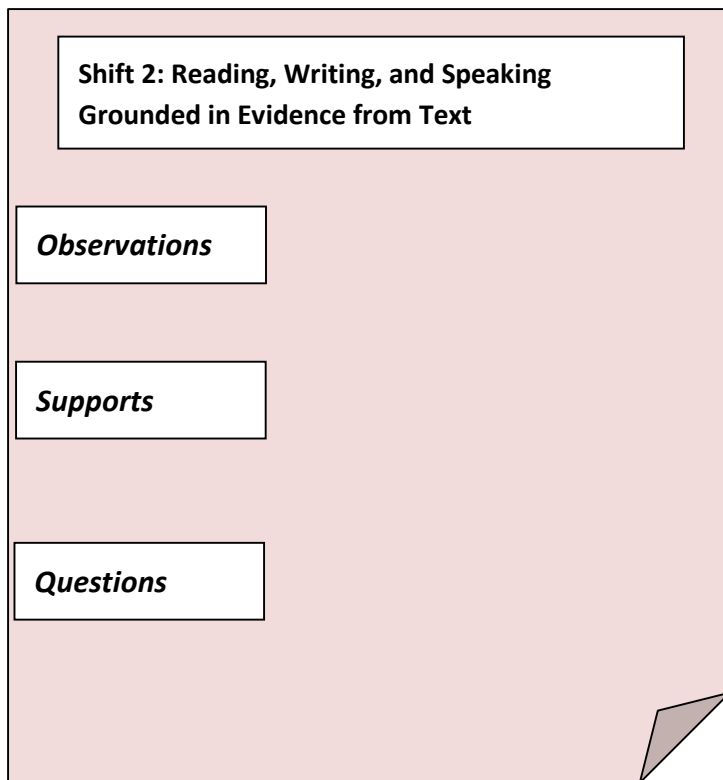| SECTION	TIME	SHIFT	DETAIL
Gathering evidence	15 minutes	Evidence from text Academic vocabulary	Students decide on which Key Words to select. They can pick up to 10 Key Words. After they have decided on their words they will write those words in the Key Words box of their worksheet.
Sharing key words	8 minutes	Evidence from text	Sharing of key words – teacher led activity. Students nominate key words and class indicates the strength of agreement with those words. Words in the text are identified and underlined on the screen.
Writing to sources	7 minutes	Academic vocabulary	Explain that by using these Key Words the student will build a sentence which summarizes what Jefferson was writing about. They should write their summary sentence into their organizer. Students put their new summary sentence into their own words, not having to use Jefferson's words in order to write a summary sentence.
Sharing summaries	5 minutes	Evidence from the text	Ask for students to share out the summary sentences that they have created. This should start a teacher led discussion that points out the qualities of the various attempts. How successful were the students at getting what Jefferson was writing about?
Close	2 minutes	Academic Vocabulary	Discuss vocabulary that the students found confusing or difficult. If you choose you could have students use the back of their organizer to make a note of these words and their meaning.

Declaration of Indpendence: Text Excerpt

To Prove this, let facts be submitted to a candid world. He has refused his assent to laws, the most wholesome and necessary for the public good. He has forbidden his governors to pass laws of immediate and pressing importance, unless suspended in their operation till his assent should be obtained; and when so suspended, he has utterly neglected to attend to them. He has refused to pass other laws for the accommodation of large districts of people, unless those people would relinquish the right of representation in the legislature, a right inestimable to them and formidable to tyrants only … He has kept among us, in times of peace, standing armies without the consent of our legislature. He has affected to render the military independent of and superior to civil power. He has abdicated government here, by declaring us out of his protection and waging war against us. He has plundered our seas, ravaged our coasts, burned our towns, and destroyed the lives of our people… He is at this time transporting large armies of foreign mercenaries to complete theworks of death, desolation and tyranny, already begun with circumstances of cruelty and perfidy scarcely paralleled in the most barbarous ages, and totally unworth the head of a civilized nation.

Activity 3, Part 2: Creating an Anchor Chart

The purpose of an anchor chart is to "anchor" the teaching and learning that takes place in the classroom. The work of the class is kept visible for reference by the teachers and students. You will be creating an anchor chart, relative to each of the three instructional shifts of the Core Standards.

DIRECTIONS

1. Divide your chart paper into three sections and label as shown below:

    Shift 2: Reading, Writing, and Speaking Grounded in Evidence from Text

    Observations

    Supports

    Questions

2. Discuss with your table: "What would you expect to see and hear in a classroom aligned with Shift 2?" In the section of your anchor chart labeled *Observations*, make notes about what you would expect to observe in an aligned classroom.
3. Discuss with your table: "What supports will teachers and students need in order to implement Shift 2 effectively?" In the section of your anchor chart labeled *Supports*, make notes about your discussion.
4. In the section labeled *Questions*, note any questions or further comments participants at your table have about implementing Shift 2.

A Guide to Creating Text-Dependent Questions for Close Analytic Reading

Text-Dependent Questions: What Are They?

The Core Standards for reading strongly focus on students gathering evidence, knowledge, and insight from what they read. Indeed, eighty to ninety percent of the Reading Standards in each grade *require* text-dependent analysis; accordingly, aligned curriculum materials should have a similar percentage of text-dependent questions.

As the name suggests, a text-dependent question specifically asks a question that can only be answered by referring explicitly back to the text being read. It does not rely on any particular background information extraneous to the text nor depend on students having other experiences or knowledge; instead it privileges the text itself and what students can extract from what is before them.

For example, in a close analytic reading of Lincoln's "Gettysburg Address," the following would not be text-dependent questions:

- Why did the North fight the civil war?
- Have you ever been to a funeral or gravesite?
- Lincoln says that the nation is dedicated to the proposition that "all men are created equal." Why is equality an important value to promote?

The overarching problem with these questions is that they require no familiarity at all with Lincoln's speech in order to answer them. Responding to these sorts of questions instead requires students to go outside the text. Such questions can be tempting to ask because they are likely to get students talking, but they take students away from considering the actual point Lincoln is making. They seek to elicit a personal or general response that relies on individual experience and opinion, and answering them will not move students closer to understanding the text of the "Gettysburg Address."

Good text-dependent questions will often linger over specific phrases and sentences to ensure careful comprehension of the text—they help students see something worthwhile that they would not have seen on a more cursory reading. Typical text-dependent questions ask students to perform one or more of the following tasks:

- Analyze paragraphs on a sentence by sentence basis and sentences on a word by word basis to determine the role played by individual paragraphs, sentences, phrases, or words
- Investigate how meaning can be altered by changing key words and why an author may have chosen one word over another
- Probe each argument in persuasive text, each idea in informational text, each key detail in literary text, and observe how these build to a whole

- Examine how shifts in the direction of an argument or explanation are achieved and the impact of those shifts
- Question why authors choose to begin and end when they do
- Note and assess patterns of writing and what they achieve
- Consider what the text leaves uncertain or unstated

Creating Text-Dependent Questions for Close Analytic Reading of Texts

An effective set of text-dependent questions delves systematically into a text to guide students in extracting the key meanings or ideas found there. They typically begin by exploring specific words, details, and arguments and then moves on to examine the impact of those specifics on the text as a whole. Along the way, they target academic vocabulary and specific sentence structures as critical focus points for gaining comprehension.

While there is no set process for generating a complete and coherent body of text-dependent questions for a text, the following process is a good guide that can serve to generate a core series of questions for close reading of any given text.

Step One: Identify the Core Understandings and Key Ideas of the Text

As in any good reverse engineering or "backwards design" process, teachers should start by identifying the key insights they want students to understand from the text—keeping one eye on the major points being made is crucial for fashioning an overarching set of successful questions and critical for creating an appropriate culminating assignment.

Step Two: Start Small to Build Confidence

The opening questions should be ones that help orientate students to the text and be sufficiently specific enough for them to answer so that they gain confidence to tackle more difficult questions later on.

Step Three: Target Vocabulary and Text Structure

Locate key text structures and the most powerful academic words in the text that are connected to the key ideas and understandings, and craft questions that illuminate these connections.

Step Four: Tackle Tough Sections Head-on

Find the sections of the text that will present the greatest difficulty and craft questions that support students in mastering these sections (these could be sections with difficult syntax, particularly dense information, and tricky transitions or places that offer a variety of possible inferences).

Step Five: Create Coherent Sequences of Text-Dependent Questions

The sequence of questions should not be random but should build toward more coherent understanding and analysis to ensure that students learn to stay focused on the text to bring them to a gradual understanding of its meaning.

Step Six: Identify the Standards That Are Being Addressed

Take stock of what standards are being addressed in the series of questions and decide if any other standards are suited to being a focus for this text (forming additional questions that exercise those standards).

Step Seven: Create the Culminating Assessment

Develop a culminating activity around the key ideas or understandings identified earlier that reflects (a) mastery of one or more of the standards, (b) involves writing, and (c) is structured to be completed by students independently.

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And developed by Student Achievement Partners

Text Excerpts from CCS-ELA Appendix B

Grades 6–8, Informational Text–History/Social Studies: United States. Preamble and First Amendment to the United States Constitution. (1787, 1791)

Preamble

We, the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution of the United States of America.

Amendment I

Congress shall make no law respecting the establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of people peaceably to assemble, and to petition the Government for a redress of grievances.

Grades 6–8, Informational Text–History/Social Studies: Monk, Linda R. *Words We Live By: Your Annotated Guide to the Constitution.* New York: Hyperion, 2003. (2003) From "We the People …"

The first three word 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.

Grades 9–10, Informational Text–English Language Arts: King, Jr., Martin Luther. "Letter from Birmingham Jail." *Why We Can't Wait.* New York: Signet Classics, 2000. (1963)

My Dear Fellow Clergymen:

While confined here in the Birmingham city jail, I came across your recent statement calling my present activities "unwise and untimely." Seldom do I pause to answer criticism of my work and ideas. If I sought to answer all the criticisms that cross my desk, my secretaries would have little time for anything other than such correspondence in the course of the day, and I would have no time for constructive work. But since I feel that you are men of genuine good will and that your criticisms are sincerely set forth, I want to try to answer your statements in what I hope will be patient and reasonable terms.

I think I should indicate why I am here In Birmingham, since you have been influenced by the view which argues against "outsiders coming in." I have the honor of serving as president of the Southern Christian Leadership Conference, an organization operating in every southern state, with headquarters in Atlanta, Georgia. We have some eighty five affiliated organizations across the South, and one of them is the Alabama Christian Movement for Human Rights. Frequently we share staff, educational and financial resources with our affiliates. Several months ago the affiliate here in Birmingham asked us to be on call to engage in a nonviolent direct-action program if such were deemed necessary. We readily consented, and when the hour came we lived up to our promise. So I, along with several members of my staff, am here because I was invited here I am here because I have organizational ties here.

But more basically, I am in Birmingham because injustice is here. Just as the prophets of the eighth century B.C. left their villages and carried their "thus saith the Lord" far beyond the boundaries of their home towns, and just as the Apostle Paul left his village of Tarsus and carried the gospel of Jesus Christ to the far corners of the Greco-Roman world, so am I. compelled to carry the gospel of freedom beyond my own home town. Like Paul, I must constantly respond to the Macedonian call for aid.

Moreover, I am cognizant of the interrelatedness of all communities and states. I cannot sit idly by in Atlanta and not be concerned about what happens in Birmingham. Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly. Never again can we afford to live with the narrow, provincial "outside agitator" idea. Anyone who lives inside the United States can never be considered an outsider anywhere within its bounds.

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Grades 11–12, Informational Text–Science, Mathematics, and Technical Subjects: Kane, Gordon. "The Mysteries of Mass." *Scientific American Special Edition* **December 2005. (2005)**

Physicists are hunting for an elusive particle that would reveal the presence of a new kind of field that permeates all of reality. Finding that Higgs field will give us a more complete understanding about how the universe works.

Most people think they know what mass is, but they understand only part of the story. For instance, an elephant is clearly bulkier and weighs more than an ant. Even in the absence of gravity, the elephant would have greater mass—it would be harder to push and set in motion. Obviously the elephant is more massive because it is made of many more atoms than the ant is, but what determines the masses of the individual atoms? What about the elementary particles that make up the atoms—what determines their masses? Indeed, why do they even have mass?

We see that the problem of mass has two independent aspects. First, we need to learn how mass arises at all. It turns out mass results from at least three different mechanisms, which I will describe below. A key player in physicists' tentative theories about mass is a new kind of field that permeates all of reality, called the Higgs field. Elementary particle masses are thought to come about from the interaction with the Higgs field. If the Higgs field exists, theory demands that it have an associated particle, the Higgs boson. Using particle accelerators, scientists are now hunting for the Higgs.

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Student Achievement Partners. Available from www.achievethecore.org/downloads/EO702_Description_of_the_Common_Core_Shifts.pdf.

Student Achievement Partners. See professional development modules on the instructional shifts. Retrieved from http://achievethecore.org/steal-these-tools/professional-development-modules/introduction-to-the-ela-literacy-shifts?

Videos

"Declaration of Independence", History/Social Studies, grade 8: http://commoncore.americaachieves.org/module/5

"I Hear the Wail of Millions" (Feeser), Grade 10: English: http://commoncore.americaachieves.org/module/14

Websites for Quantitative Text Analyzers

ATOS Analyzer – Renaissance Learning. Available from http://www.renlearn.com/ar/overview/atos/

Degrees of Reading Power – Questar. Available from http://www.questarai.com

Lexile Framework – MetaMetrix. Available from http://www.lexile.com/analyzer/

Coh-Metrix Easability Tool. Available from http://141.225.42.101/cohmetrixgates/Hoes.aspx?Login=1

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CONNECTICUT CORE STANDARDS
ENGLISH LANGUAGE ARTS, 6–12 STANDARDS PROGRESSION

Table of Contents

CCS-ELA, 6–12
Literature

Strand: 6-12 Reading Standards for Literature (RL)	
Cluster 1: Key Ideas and Details	
CCR Anchor Standard for Reading 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.
RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Strand: Reading Standards for Literature (RL)	
Cluster 1: Key Ideas and Details	
CCR Anchor Standard for Reading 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL.9-10.2	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.
RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
RL.6.2	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 judgments.
Strand: Reading Standards for Literature (RL)	
Cluster 1: Key Ideas and Details	
CCR Anchor Standard for Reading 3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Strand: Reading Standards for Literature (RL)

Cluster 2: Craft and Structure

CCR Anchor Standard for Reading 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
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

Strand: Reading Standards for Literature (RL)

Cluster 2: Craft and Structure

CCR Anchor Standard for Reading 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.
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Strand: Reading Standards for Literature (RL)

Cluster 2: Craft and Structure

CCR Anchor Standard for Reading 6	Assess how point of view or purpose shapes the content and style of a text.
RL.11-12.6	Analyze a case in which grasping a 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.9-10.6	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.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.

Strand: Reading Standards for Literature (RL)

Cluster 3: Integration of Knowledge and Ideas

CCR Anchor Standard for Reading 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (See also "Research to Build Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for related standards.)
RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).
RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

Strand: Reading Standards for Literature (RL)

Cluster 3: Integration of Knowledge and Ideas

CCR Anchor Standard for Reading 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. (NA to literature).

Strand: Reading Standards for Literature (RL)

Cluster 3: Integration of Knowledge and Ideas

CCR Anchor Standard for Reading 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.
RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Strand: Reading Standards for Literature (RL)

Cluster 4: Range of Reading and Level of Text Complexity

CCR Anchor Standard for Reading 10	Read and comprehend complex literary and informational texts independently and proficiently.
RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.
RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCS-ELA, 6–12
Informational Text

Strand: 6-12 Reading Standards for Informational Text (RI)	
Cluster 1: Key Ideas and Details	
CCR Anchor Standard for Reading 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.
RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Strand: Reading Standards for Informational Text (RI)	
Cluster 1: Key Ideas and Details	
CCR Anchor Standard for Reading 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
RI.9-10.2	Determine a central idea of a text and analyze 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.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
RI.6.2	Determine a 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.

Strand: Reading Standards for Informational Text (RI)	
Cluster 1: Key Ideas and Details	
CCR Anchor Standard for Reading 3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
RI.11-12.3	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.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
Strand: Reading Standards for Informational Text (RI)	
Cluster 2: Craft and Structure	
CCR Anchor Standard for Reading 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
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
RI.9-10.4	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.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RI.7.4	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.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
Strand: Reading Standards for Informational Text (RI)	
Cluster 2: Craft and Structure	
CCR Anchor Standard for Reading 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.
RI.11-12.5	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.9-10.5	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.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
RI.7.5	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.6.5	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.

Strand: Reading Standards for Informational Text (RI)

Cluster 2: Craft and Structure

CCR Anchor Standard for Reading 6	Assess how point of view or purpose shapes the content and style of a text.
RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
RI.9-10.6	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.8.6	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.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Strand: Reading Standards for Informational Text (RI)

Cluster 3: Integration of Knowledge and Ideas

CCR Anchor Standard for Reading 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (See also "Research to Build Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for related standards.)
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
RI. 8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Strand: Reading Standards for Informational Text (RI)	
Cluster 3: Integration of Knowledge and Ideas	
CCR Anchor Standard for Reading 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.
RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
Strand: Reading Standards for Informational Text (RI)	
Cluster 3: Integration of Knowledge and Ideas	
CCR Anchor Standard for Reading 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.
RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
RI.9-10.9	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.8.9	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.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
Strand: Reading Standards for Informational Text (RI)	
Cluster 4: Range of Reading and Level of Text Complexity	
CCR Anchor Standard for Reading 10	Read and comprehend complex literary and informational texts independently and proficiently.

RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.
RI.9-10.10	By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.
RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCS-ELA, 6–12
Writing

Strand: 6-12 Writing Standards (W)	
Cluster 1: Text Types and Purposes	
CCR Anchor Standard for Writing 1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.11-12.1a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
W.11-12.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
W.11-12.1c	Use words, phrases, and clauses as well as varied syntax 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 claim(s) and counterclaims.
W.11-12.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11-12.1e	Provide a concluding statement or section that follows from and supports the argument presented.
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.9-10.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
W.9-10.1b	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.
W.9-10.1c	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 claim(s) and counterclaims.
W.9-10.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.9-10.1e	Provide a concluding statement or section that follows from and supports the argument presented.
W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
W.8.1a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
W.8.1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W.8.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

W.8.1d	Establish and maintain a formal style.
W.8.1e	Provide a concluding statement or section that follows from and supports the argument presented.
W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
W.7.1a	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
W.7.1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W.7.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
W.7.1d	Establish and maintain a formal style.
W.7.1e	Provide a concluding statement or section that follows from and supports the argument presented.
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
W.6.1a	Introduce claim(s) and organize the reasons and evidence clearly.
W.6.1b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
W.6.1c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
W.6.1d	Establish and maintain a formal style.
W.6.1e	Provide a concluding statement or section that follows from the argument presented.

Strand: Writing Standards (W)

Cluster 1: Text Types and Purposes

CCR Anchor Standard for Writing 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.
W.11-12.2	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.
W.11-12.2a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
W.11-12.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.11-12.2c	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.11-12.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
W.11-12.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11-12.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.9-10.2	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.

W.9-10.2a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
W.9-10.2b	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.
W.9-10.2c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.9-10.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
W.9-10.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.9-10.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.8.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W.8.2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
W.8.2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
W.8.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.8.2e	Establish and maintain a formal style.
W.8.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.7.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W.7.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.7.2c	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
W.7.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.7.2e	Establish and maintain a formal style.
W.7.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W.6.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.6.2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
W.6.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.6.2e	Establish and maintain a formal style.
W.6.2f	Provide a concluding statement or section that follows from the information or explanation presented.

Strand: Writing Standards (W)

Cluster 1: Text Types and Purposes

CCR Anchor Standard for Writing 3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.11-12.3a	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W.11-12.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.11-12.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
W.11-12.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.11-12.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.9-10.3a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W.9-10.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.9-10.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
W.9-10.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.9-10.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.8.3a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W.8.3b	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
W.8.3c	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
W.8.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
W.8.3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.7.3a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W.7.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.7.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W.7.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
W.7.3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.6.3a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W.6.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.6.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W.6.3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
W.6.3e	Provide a conclusion that follows from the narrated experiences or events.

Strand: Writing Standards (W)

Cluster 2: Production and Distribution of Writing

CCR Anchor Standard for Writing 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Strand: Writing Standards (W)

Cluster 2: Production and Distribution of Writing

CCR Anchor Standard for Writing 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.11-12.5	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.
W.9-10.5	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.
W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Strand: Writing Standards (W)

Cluster 2: Production and Distribution of Writing

CCR Anchor Standard for Writing 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
W.7.6	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.6.6	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 three pages in a single sitting.

Strand: Writing Standards (W)	
Cluster 3: Research to Build and Present Knowledge	
CCR Anchor Standard for Writing 7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Strand: Writing Standards (W)	
Cluster 3: Research to Build and Present Knowledge	
CCR Anchor Standard for Writing 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.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W.9-10.8	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.8.8	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.7.8	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.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Strand: Writing Standards (W)	
Cluster 3: Research to Build and Present Knowledge	
CCR Anchor Standard for Writing 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.11-12.9a	Apply *grades 11–12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
W.11-12.9b	Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.9-10.9a	*Apply grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
W.9-10.9b	Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "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").
W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.8.9a	Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").
W.8.9b	Apply *grade 8 Reading standards* to literary nonfiction (e.g., "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").
W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.7.9a	Apply *grade 7 Reading standards* to literature (e.g. "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
W.7.9b	Apply *grade 7 Reading standards* to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.6.9a	Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

W.6.9b	Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
Strand: Writing Standards (W)	
Cluster 4: Range of Writing	
CCR Anchor Standard for Writing 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
W.11-12.10	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.
W.9-10.10	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.
W.8.10	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 discipline-specific tasks, purposes, and audiences.
W.7.10	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 discipline-specific tasks, purposes, and audiences.
W.6.10	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 discipline-specific tasks, purposes, and audiences.

CCS-ELA, 6–12
Speaking and Listening

Strand: 6-12 Speaking and Listening Standards (SL)	
Cluster 1: Comprehension and Collaboration	
CCR Anchor Standard for Speaking and Listening 1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.11-12.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.11-12.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed
SL.11-12.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SL.11-12.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.9-10.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.9-10.1b	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
SL.9-10.1c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
SL.9-10.1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.8.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.8.1b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SL.8.1c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SL.8.1d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.7.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.7.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SL.7.1c	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SL.7.1d	Acknowledge new information expressed by others and, when warranted, modify their own views.
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.6.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SL.6.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Strand: Speaking and Listening Standards (SL)

Cluster 1: Comprehension and Collaboration

CCR Anchor Standard for Speaking and Listening 2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Strand: Speaking and Listening Standards (SL)

Cluster 1: Comprehension and Collaboration

CCR Anchor Standard for Speaking and Listening 3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Strand: Speaking and Listening Standards (SL)

Cluster 2: Presentation of Knowledge and Ideas

CCR Anchor Standard for Speaking and Listening 4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Speaking and Listening Standards (SL)

Cluster 2: Presentation of Knowledge and Ideas

CCR Anchor Standard for Speaking and Listening 5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Strand: Speaking and Listening Standards (SL)

Cluster 2: Presentation of Knowledge and Ideas

CCR Anchor Standard for Speaking and Listening 6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 for specific expectations.)
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 for specific expectations.)
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)
SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

CCS-ELA, 6–12
Language

Strand: 6-12 Language Standards (L)	
Cluster 1: Conventions of Standard English	
CCR Anchor Standard for Language 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.1a	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.1b	Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.1a	Use parallel structure.
L.9-10.1b	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.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.8.1a	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
L.8.1b	Form and use verbs in the active and passive voice.
L.8.1c	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
L.8.1d	Recognize and correct inappropriate shifts in verb voice and mood.
L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.7.1a	Explain the function of phrases and clauses in general and their function in specific sentences.
L.7.1b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
L.7.1c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.6.1a	Ensure that pronouns are in the proper case (subjective, objective, possessive).
L.6.1b	Use intensive pronouns (e.g., *myself, ourselves*).
L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.
L.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
L.6.1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

Strand: Language Standards (L)	
Cluster 1: Conventions of Standard English	
CCR Anchor Standard for Language 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.2a	Observe hyphenation conventions.
L.11-12.2b	Spell correctly.
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.9-10.2a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
L.9-10.2b	Use a colon to introduce a list or quotation.
L.9-10.2c	Spell correctly.
L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.8.2a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
L.8.2b	Use an ellipsis to indicate an omission.
L.8.2c	Spell correctly.
L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.7.2a	Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
L.7.2b	Spell correctly.
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
L.6.2b	Spell correctly.
Strand: Language Standards (L)	
Cluster 2: Knowledge of Language	
CCR Anchor Standard for Language 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.11-12.3	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.
L.11-12.3a	Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
L.9-10.3	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.
L.9-10.3a	Write and edit work so that it conforms to the guidelines in a style manual (e.g*., MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.

L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.8.3a	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.7.3a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.6.3a	Vary sentence patterns for meaning, reader/listener interest, and style.
L.6.3b	Maintain consistency in style and tone.

Strand: Language Standards (L)

Cluster 3: Vocabulary Acquisition and Use

CCR Anchor Standard for Language 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.
L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
L.11-12.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.11-12.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
L.11-12.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
L.11-12.4d	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.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
L.9-10.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.9-10.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
L.9-10.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
L.9-10.4d	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.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
L.8.4a	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.
L.8.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).

L.8.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.8.4d	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.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.
L.7.4a	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.
L.7.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).
L.7.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.7.4d	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	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.
L.6.4a	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.
L.6.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).
L.6.4c	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.
L.6.4d	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).

Strand: Language Standards (L)
Cluster 3: Vocabulary Acquisition and Use

CCR Anchor Standard for Language 5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.11-12.5a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
L.11-12.5b	Analyze nuances in the meaning of words with similar denotations.
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.9-10.5a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
L.9-10.5b	Analyze nuances in the meaning of words with similar denotations.
L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.8.5a	Interpret figures of speech (e.g. verbal irony, puns) in context.
L.8.5b	Use the relationship between particular words to better understand each of the words.

L.8.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).
L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.7.5a	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
L.7.5b	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
L.7.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).
L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.6.5a	Interpret figures of speech (e.g., personification) in context.
L.6.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).

Strand: Language Standards (L)

Cluster 3: Vocabulary Acquisition and Use

CCR Anchor Standard for Language 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L.11-12.6	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.9-10.6	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.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.