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# ELA RESOURCE TOOL FOR CCR STANDARDS

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Arranged according to TABE 11/12 LEVELS

(Arkansas Adult Ed July 2020)



JULY 1, 2020

# ELA Resource Tool for CCR Standards

(College and Career Readiness Standards for  
Adult Education)

Susan Pimentel 2013

*Arranged  
according to  
TABE 11/12  
LEVELS  
(Arkansas  
Adult Ed  
July 2020)*

*The shifts described below identify the most significant elements of the CCSS for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (ELA/literacy).*

<p>Shift 1 <i>Complexity</i> Regular practice with complex text and its academic language</p>	<p>Complexity: Regular practice with complex text and its academic language Underlying the standards—and panelists’ selections—is research indicating that the complexity of text that students are able to read is the greatest predictor of success in college and careers (ACT 2006). Other research shows that the current gap in complexity between secondary texts and college/career texts is roughly four grade levels (Williamson 2006). Therefore, the first key shift required by the standards is exposing students to appropriately complex texts in both instruction and assessment. This important shift finds explicit expression in CCSS Reading Standard 10, which includes a staircase of increasing text complexity for students to read independently and proficiently</p>	<p>Rather than focusing solely on how students read, the focus also is on the complexity of texts read by students. Closely related to text complexity and inextricably related to reading comprehension is a focus on frequently encountered academic vocabulary—language common to complex texts across the disciplines of literature, science, history, and the arts. Thus, panelists also selected several standards (Reading Standard 4 and Language Standard 6) that focus precisely on academic vocabulary.</p>
<p>Shift 2 <i>Evidence</i> Reading, writing, and speaking grounded in evidence from text, both literary and informational</p>	<p>Evidence: Reading, writing, and speaking grounded in evidence from text, both literary and informational The second key shift required by the standards and reflected in panelists’ selections is the prioritization of textual evidence across the domains of reading, writing, and speaking and listening—a decision based on national assessment data and input from college faculty indicating that command of evidence is a key college and career readiness skill.</p>	<p>For reading, the focus is on students’ ability to cite evidence from texts to present careful analyses, well-defended claims, and clear information, as described in Reading Standard 1. For writing, the focus is on analyzing sources and conducting research, as described in Writing Standards 7–9. For speaking and listening, the focus is on purposeful academic talk, in which students contribute accurate, relevant information about a multitude of ideas they have studied or researched in various domains, as described in Speaking and Listening Standard 1. The standards require students to answer questions based on their understanding of having read a text, or multiple texts, not entirely relying on prior knowledge or experience.</p>
<p>Shift 3 <i>Knowledge</i> Building knowledge through content-rich nonfiction</p>	<p>The third key shift required by the CCSS and echoed in panelists’ selections is a focus not only on English language arts, but also on literacy across the disciplines of science, social studies, and technical subjects. Informational text makes up the vast majority of required reading in college and the workplace.</p>	<p>Through an extended focus on literacy in the domains of science, history, and technical subject areas, students can build the knowledge that will prepare them for college and careers. Given that literacy across the disciplines is one of the goals of adult education, panelists placed special emphasis on standards for the comprehension of informational text.</p>

## ELA/Literacy Standards Key

The citation at the end of each standard in the following charts identifies the CCSS strand, grade, and number (or standard number and letter, where applicable). So, RI.4.3, for example, stands for Reading, Informational Text, Grade 4, Standard 3. W.5.1a stands for Writing, Grade 5, Standard 1a.

RI: Reading Informational Text	W: Writing
RL: Reading Literature	WHST: Writing for History/Social Studies, Scientific and Technical Subjects
RH: Reading Historical/Social Studies Text	SL: Speaking and Listening
RST: Reading Scientific and Technical Text	L: Language
	RF: Reading Foundations

**Text RST: Reading Scientific and Technical Text-** This Standard is important for Intergrated Education Training.

### Reading Standards

*To become college and career ready, students need to grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. By engaging with increasingly complex readings, students gain the ability to evaluate intricate arguments and the capacity to surmount the challenges posed by complex texts. Standards 1 and 10 play a special role since they operate whenever students are reading: Standard 1 outlines the command of evidence required to support any analysis of text (e.g., analyzing structure, ideas, or the meaning of word as defined by Standards 2-9); Standard 10 defines the range and complexity of what students need to read.*

#### Reading Strand

**Key:** The citation at the end of each standard in the following chart identifies the CCSS strand, grade, and number (or standard number and letter, where applicable).

For example, RI.4.3 stands for Reading, Informational Text, Grade 4, Standard 3.

RI: Reading Informational Text	RH: Reading Historical/Social Studies Text
RL: Reading Literature	RST: Reading Scientific and Technical Text

Strand	Standard	Benchmarks According to Grade Level and TABE 11/2 Level
<b>READING</b>	<p><b>CCR Anchor 1:</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><b>TABE EMPHASIS- HIGH</b></p> <p><b>KEY</b>  <b>RI</b>-Reading Informational Text  <b>RL</b>: Reading Literature  <b>RH</b>: Reading Historical/Social Studies  <b>Text RST</b>: Reading Scientific and Technical Text <b>(IET)</b></p>	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text. (RI/RL.1.1)</li> </ul> <p><b>LEVEL E</b></p>
		<ul style="list-style-type: none"> <li>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI/RL.2.1)</li> </ul> <p><b>LEVEL E-M</b></p>
		<ul style="list-style-type: none"> <li>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.4.1)</li> <li>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.5.1)</li> </ul> <p><b>LEVEL M-D</b></p>
		<ul style="list-style-type: none"> <li>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.7.1)</li> <li>Application: cite specific textual evidence to support analysis of primary and secondary sources. (RH.6- 8.1)</li> <li>Application: cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1)</li> </ul> <p><b>LEVEL D-A</b></p>
		<ul style="list-style-type: none"> <li>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.9-10.1)</li> <li>Application: cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1)</li> <li>Application: cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (RST.9-10.1)</li> </ul> <p><b>LEVEL A</b></p>
	<p><b>CCR Anchor 2:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (Apply this standard to texts of appropriate</p>	<ul style="list-style-type: none"> <li>Identify the main topic and retell key details of a text. (RI.1.2)</li> </ul> <p><b>LEVEL E</b></p>
		<ul style="list-style-type: none"> <li>Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.3.2)</li> </ul> <p><b>LEVEL E-M</b></p>
		<ul style="list-style-type: none"> <li>Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2)</li> <li>Determine a theme of a story, drama, or poem from details in the text; summarize the text. (RL.4.2)</li> </ul> <p><b>LEVEL M-D</b></p>

	<p>complexity as outlined by Standard 10.)</p>	<ul style="list-style-type: none"> <li>▪ Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (RI/RL.6.2)</li> <li>▪ Application: determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2)</li> </ul> <p><b>LEVEL D-A</b></p> <ul style="list-style-type: none"> <li>▪ Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI/RL.9-10.2)</li> <li>▪ Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (RST.11-12.2)</li> </ul> <p><b>LEVEL A</b></p>
	<p><b>CCR Anchor 3:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</p>	<ul style="list-style-type: none"> <li>▪ Describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI.1.3)</li> </ul> <p><b>LEVEL E</b></p> <ul style="list-style-type: none"> <li>▪ Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (RI.3.3)</li> </ul> <p><b>LEVEL E-M</b></p> <ul style="list-style-type: none"> <li>▪ Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (RI.4.3)</li> </ul> <p><b>LEVEL M-D</b></p>
		<ul style="list-style-type: none"> <li>▪ Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (RI.8.3)</li> <li>▪ Application: identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or are lowered). (RH.6-8.3)</li> <li>▪ Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (RST.6-8.3)</li> </ul> <p><b>LEVEL D-A</b></p> <ul style="list-style-type: none"> <li>▪ Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (RI.11-12.3)</li> <li>▪ Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. (RH.9-10.3)</li> </ul>

		<ul style="list-style-type: none"> <li>Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. (RST.9-10.3)</li> </ul> <p><b>LEVEL A</b></p>
	<p><b>CCR Anchor 4:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</p>	<ul style="list-style-type: none"> <li>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (RI.1.4)</li> </ul> <p><b>LEVEL E</b></p>
		<ul style="list-style-type: none"> <li>Determine the meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area. (RI.3.4)</li> </ul> <p><b>LEVEL E-M</b></p>
		<ul style="list-style-type: none"> <li>Determine the meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area. (RI.5.4)</li> <li>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (RL.5.4)</li> </ul> <p><b>LEVEL M-D</b></p>
		<ul style="list-style-type: none"> <li>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (RI/RL.6.4)</li> </ul> <p><b>LEVEL D-A</b></p>
		<ul style="list-style-type: none"> <li>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (RI/RL.9-10.4)</li> <li>Application: determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context. (RST.9-10.4)</li> </ul> <p><b>LEVEL A</b></p>
		<p><b>CCR Anchor 5:</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. (Apply this standard to texts of</p>

	appropriate complexity as outlined by Standard 10.)	<ul style="list-style-type: none"> <li>Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts. (RI.5.5)</li> </ul> <p><b>LEVEL M-D</b></p>
		<ul style="list-style-type: none"> <li>Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (RI.6.5)</li> <li>Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (RI.7.5)</li> </ul> <p><b>LEVEL D-A</b></p>
		<ul style="list-style-type: none"> <li>Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (RI.9-10.5)</li> <li>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (RI.11-12.5)</li> </ul> <p><b>LEVEL A</b></p>
	<b>CCR Anchor 6:</b> Assess how point of view or purpose shapes the content and style of a text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)	<b>LEVEL E- No Level</b>
		<ul style="list-style-type: none"> <li>Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (RI.2.6)</li> <li>Distinguish his or her own point of view from that of the author of a text. (RI.3.6)</li> </ul> <p><b>LEVEL M</b></p>
		<ul style="list-style-type: none"> <li>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI.5.6)</li> <li>Describe how a narrator or speaker’s point of view influences how events are described. (RL.5.6)</li> </ul> <p><b>LEVEL M-D</b></p>
		<ul style="list-style-type: none"> <li>Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (RI.8.6)</li> <li>Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). (RH.6-8.6)</li> </ul> <p><b>LEVEL D-A</b></p>
		<ul style="list-style-type: none"> <li>Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (RI.9-10.6)</li> <li>Application: analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (RL.9-10.6)</li> </ul>

		<ul style="list-style-type: none"> <li>Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). (RL.11-12.6)</li> <li>Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. (RH.9-10.6)</li> </ul> <p><b>LEVEL A</b></p>
	<p><b>CCR Anchor 7:</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (Apply this standard to texts of appropriate complexity as outline by Standard 10.)</p>	<ul style="list-style-type: none"> <li>Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.). (RI.1.7)</li> </ul> <p><b>LEVEL E</b></p>
		<ul style="list-style-type: none"> <li>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7)</li> <li>Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). (RL.3.7)</li> </ul> <p><b>LEVEL E-M</b></p>
		<ul style="list-style-type: none"> <li>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (RI.4.7)</li> <li>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (RI.5.7)</li> </ul> <p><b>LEVEL M-D</b></p>
		<ul style="list-style-type: none"> <li>Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7)</li> <li>Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (RST.6-8.7)</li> </ul> <p><b>LEVEL D-A</b></p>
		<ul style="list-style-type: none"> <li>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. (RH.9-10.7)</li> <li>Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. (RST.9-10.7)</li> <li>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11-12.7)</li> </ul> <p><b>LEVEL A</b></p>
		<p><b>CCR Anchor 8:</b> Delineate and evaluate the argument and specific claims in a text, including</p>
	<ul style="list-style-type: none"> <li>Describe how reasons support specific points the author makes in a text. (RI.2.8)</li> </ul> <p><b>LEVEL E-M</b></p>	

	<p>the validity of the reasoning as well as the relevance and sufficiency of the evidence. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</p>	<ul style="list-style-type: none"> <li>▪ Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8)</li> </ul> <p><b>LEVEL M-D</b></p> <ul style="list-style-type: none"> <li>▪ Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (RI.8.8)</li> </ul> <p><b>LEVEL D-A</b></p> <ul style="list-style-type: none"> <li>▪ Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (RI.9-10.8)</li> </ul> <p><b>LEVEL A</b></p>
	<p><b>CCR Anchor 9:</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</p>	<ul style="list-style-type: none"> <li>▪ Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (RI.1.9)</li> </ul> <p><b>LEVEL E</b></p> <ul style="list-style-type: none"> <li>▪ Compare and contrast the most important points and key details presented in two texts on the same topic. (RI.3.9)</li> </ul> <p><b>LEVEL E-M</b></p> <ul style="list-style-type: none"> <li>▪ Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9)</li> </ul> <p><b>LEVEL M-D</b></p> <ul style="list-style-type: none"> <li>▪ Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (RI.8.9)</li> </ul> <p><b>LEVEL D-A</b></p> <ul style="list-style-type: none"> <li>▪ Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. (RI.9-10.9)</li> <li>▪ Analyze seventeenth-, eighteenth-, and nineteenth century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features. (RI.11-12.9)</li> <li>▪ Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. (RST.9-10.9)</li> <li>▪ Application: compare and contrast treatments of the same topic in several primary and secondary sources. (RH.9-10.9)</li> </ul> <p><b>LEVEL A</b></p>

	<b>CCR Anchor 10:</b> Read and comprehend complex literary and informational texts independently and proficiently.	<b>CCR Anchor 10: Read and comprehend complex literary and informational texts independently and proficiently</b>					
	<b>Associated Quantitative Measures of Text Complexity to B-E Levels of Learning</b>						
	<b>Common Core Band</b>	<b>ATOS</b>	<b>Degrees of Reading Power</b>	<b>Flesch-Kincaid</b>	<b>The Lexile Framework</b>	<b>Reading Maturity</b>	<b>SourceRater</b>
	2 <sup>nd</sup> -3 <sup>rd</sup> (B)	2.75–5.14	42-54	1.98-5.34	420-820	3.53-6.13	0.05-2.48
	4 <sup>th</sup> -5 <sup>th</sup> (C)	4.97–7.03	52-60	4.51-7.73	740-1010	5.42-7.92	0.84-5.75
	6 <sup>th</sup> -8 <sup>th</sup> (D)	7.00–9.98	57-67	6.51-10.34	925-1185	7.04-9.57	4.11-10.66
	9 <sup>th</sup> -10 <sup>th</sup> (E)	9.67–12.01	62-72	8.32-12.12	1050-1335	8.41-10.81	9.02-13.93
	11 <sup>th</sup> -CCR (E)	11.20-14.10	67-74	10.34-14.2	1185-1385	9.57-12.00	12.30-14.50

**Writing Strand**

**Key:** The citation at the end of each standard in the following chart identifies the CCSS strand, grade, and number (or standard number and letter, where applicable).

For example, W.5.1a stands for Writing, Grade 5, Standard 1a.

W: Writing

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

Strand	Anchor	Benchmarks According to Grade Level and TABE 11/2 Level
	<b>CCR Anchor 1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using	<b>LEVEL E- No Level</b>
		<ul style="list-style-type: none"> <li>▪ Write opinion pieces on topics or texts, supporting a point of view with reasons.</li> <li>▪ Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>▪ Provide reasons that support the opinion.</li> </ul>

	valid reasoning and relevant and sufficient evidence.	<ul style="list-style-type: none"> <li>▪ Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</li> <li>▪ Provide a concluding statement or section. (W.3.1)</li> </ul> <p><b>LEVEL E-M</b></p>
		<ul style="list-style-type: none"> <li>▪ Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</li> <li>▪ Provide logically ordered reasons that are supported by facts and details.</li> <li>▪ Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> <li>▪ Provide a concluding statement or section related to the opinion presented. (W.5.1)</li> </ul> <p><b>LEVEL M-D</b></p>
		<ul style="list-style-type: none"> <li>▪ Write arguments to support claims with clear reasons and relevant evidence</li> <li>▪ Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>▪ Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>▪ Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>▪ Establish and maintain a formal style.</li> <li>▪ Provide a concluding statement or section that follows from and supports the argument presented. (W.7.1)</li> </ul> <p><b>LEVEL D-A</b></p>
		<ul style="list-style-type: none"> <li>▪ Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>▪ Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>▪ Provide a concluding statement or section that follows from and supports the argument presented. (W/WHST.9-10.1)</li> <li>▪</li> </ul>

	<p><b>CCR Anchor 2:</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<ul style="list-style-type: none"> <li>▪ Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (W.1.2)</li> </ul> <p><b>LEVEL E</b></p>
		<ul style="list-style-type: none"> <li>▪ Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> <li>▪ Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>▪ Develop the topic with facts, definitions, and details.</li> <li>▪ Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</li> <li>▪ Provide a concluding statement or section. (W.3.2)</li> </ul> <p><b>LEVEL E-M</b></p>
		<ul style="list-style-type: none"> <li>▪ Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> <li>▪ Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>▪ Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>▪ Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</li> <li>▪ Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>▪ Provide a concluding statement or section related to the information or explanation presented. (W.4.2)</li> </ul> <p><b>LEVEL M-D</b></p>
		<ul style="list-style-type: none"> <li>▪ Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. [This includes the narration of historical events, scientific procedures/experiments, or technical processes.]</li> <li>▪ 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.</li> <li>▪ Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>▪ Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>▪ Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>▪ Establish and maintain a formal style.</li> <li>▪ Provide a concluding statement or section that follows from and supports the information or explanation presented. (W/WHST.6-8.2)</li> </ul> <p><b>LEVEL D-A</b></p>

		<ul style="list-style-type: none"> <li>▪ Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [This includes the narration of historical events, scientific procedures/experiments, or technical processes.]</li> <li>▪ Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension</li> <li>▪ 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.</li> <li>▪ Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>▪ Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>▪ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>▪ 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/WHST.9-10.2)</li> </ul> <p><b>LEVEL A</b></p>
	<p><b>CCR Anchor 3:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p>	<ul style="list-style-type: none"> <li>▪ Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (W.1.3)</li> </ul> <p><b>LEVEL E</b></p> <ul style="list-style-type: none"> <li>▪ Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (W.2.3)</li> </ul> <p><b>LEVEL M-D</b></p> <p>Note: Students’ narrative skills continue to grow in these levels as students work to incorporate narrative elements effectively into their arguments and informative/explanatory texts.</p> <p><b>LEVEL D-A</b></p>
	<p><b>CCR Anchor 4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><b>LEVEL E- No Level</b></p> <ul style="list-style-type: none"> <li>▪ Produce writing in which the development and organization are appropriate to task and purpose. (W.3.4)</li> </ul> <p><b>LEVEL E-M</b></p> <ul style="list-style-type: none"> <li>▪ Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (W.5.4)</li> </ul> <p><b>LEVEL M-D</b></p> <ul style="list-style-type: none"> <li>▪ Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W/WHST.6-8.4)</li> </ul>

		<p><b>LEVEL D-A</b></p> <ul style="list-style-type: none"> <li>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W/WHST.11-12.4)</li> </ul> <p><b>LEVEL A</b></p>
	<p><b>CCR Anchor 5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<ul style="list-style-type: none"> <li>With guidance and support focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (W.1.5)</li> </ul> <p><b>LEVEL E</b></p> <ul style="list-style-type: none"> <li>With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 at this level.) (W.3.5)</li> </ul> <p><b>LEVEL E-M</b></p> <ul style="list-style-type: none"> <li>With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 at this level.) (W.5.5)</li> </ul> <p><b>LEVEL M-D</b></p> <ul style="list-style-type: none"> <li>With some guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 at this level.) (W/WHST.6- 8.5)</li> </ul> <p><b>LEVEL D-A</b></p> <ul style="list-style-type: none"> <li>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 at this level.) (W.11-12.5)</li> </ul> <p><b>LEVEL A</b></p>
	<p><b>CCR Anchor 6:</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<ul style="list-style-type: none"> <li>With guidance and support, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.1.6)</li> </ul> <p><b>LEVEL E</b></p> <ul style="list-style-type: none"> <li>With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (W.3.6)</li> </ul> <p><b>LEVEL E-M</b></p> <ul style="list-style-type: none"> <li>With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (W.4.6)</li> </ul> <p><b>LEVEL M-D</b></p> <ul style="list-style-type: none"> <li>Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (W.7.6)</li> </ul> <p><b>LEVEL D-A</b></p>

		<ul style="list-style-type: none"> <li>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (W.9-10.6)</li> </ul> <p><b>LEVEL A</b></p>
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## Language Standards

*The Language Standards include the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases and their nuances and relationships, and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases. Students advancing through the levels are expected to meet each level’s specific standards and retain or further develop skills and understanding mastered in preceding levels.<sup>9</sup>*

**Language Strand**

**Key:** The citation at the end of each standard in the following chart identifies the CCSS strand, grade, and number (or standard number and letter, where applicable).  
For example, L.9-10.1 stands for Language, Grade 9-10, Standard 1.

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L: Language

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Strand	Anchor	Benchmarks According to Grade Level and TABE 11/2 Level
Language	<p><b>CCR Anchor 1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p>	<ul style="list-style-type: none"> <li>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</li> <li>Print all upper- and lowercase letters.</li> <li>Use common, proper, and possessive nouns.</li> <li>Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</li> <li>Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</li> <li>Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</li> <li>Use frequently occurring adjectives.</li> <li>Use frequently occurring nouns and verbs.</li> <li>Use frequently occurring conjunctions (e.g., and, but, or, so, because).</li> </ul>

- Use determiners (e.g., articles, demonstratives).
- Use frequently occurring prepositions (e.g., during, beyond, toward).
- Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (L.K.1 and 1.1 merge)<sup>10</sup>

#### LEVEL E

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

- Use collective nouns (e.g., group).
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- Form and use regular and irregular plural nouns.
- Use reflexive pronouns (e.g., myself, ourselves).
- Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- Use abstract nouns (e.g., childhood).
- Form and use regular and irregular verbs.
- Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- Ensure subject-verb and pronoun-antecedent agreement.
- Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- Use coordinating and subordinating conjunctions.
- Produce simple, compound, and complex sentences.
- Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The little boy watched the action movie). (L.2.1 and 3.1 merge)

#### LEVEL E-M

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

- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). c. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
- Use verb tense to convey various times, sequences, states, and conditions.
- Recognize and correct inappropriate shifts in verb tense.
- Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

		<ul style="list-style-type: none"> <li>• Form and use prepositional phrases.</li> <li>• Use correlative conjunctions (e.g., either/or, neither/nor).</li> <li>• Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> <li>• Correctly use frequently confused words (e.g., to, too, two; there, their). (L.4.1 and 5.1 merge)</li> </ul> <p><b>LEVEL M-D</b></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>• Ensure that pronouns are in the proper case (subjective, objective, and possessive).</li> <li>• Use intensive pronouns.</li> <li>• Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>• Recognize and correct vague or unclear pronouns.</li> <li>• Recognize variations from Standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.</li> <li>• Explain the function of verbal’s (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>• Form and use verbs in the active and passive voice.</li> <li>• Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>• Recognize and correct inappropriate shifts in verb voice and mood.</li> <li>• Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>• Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>• Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. (L.6.1 through 8.1 merge)</li> </ul> <p><b>LEVEL D-A</b></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>• Use parallel structure.</li> <li>• Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (L.9-10.1)</li> </ul> <p><b>LEVEL A</b></p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>• Capitalize the first word in a sentence and the pronoun I.</li> <li>• Capitalize dates and names of people.</li> <li>• Recognize and name end punctuation.</li> <li>• Use end punctuation for sentences.</li> </ul>
	<p><b>CCR Anchor 2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p>	

- Use commas in dates and to separate single words in a series.
- Write a letter or letters for most consonant and short vowel sounds (phonemes).
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.K.2 and 1.2 merge)

**LEVEL E**

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

- Capitalize holidays, product names, and geographic names.
- Capitalize appropriate words in titles.
- Use commas in greetings and closings of letters.
- Use commas in addresses.
- Use commas and quotation marks in dialogue.
- Use an apostrophe to form contractions and frequently occurring possessives.
- Form and use possessives.
- Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- Use spelling patterns and generalizations (e.g., word families, position based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (L.2.2 and 3.2 merge)

**LEVEL E-M**

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

- Use correct capitalization.
- Use commas and quotation marks to mark direct speech and quotations from a text.
- Use punctuation to separate items in a series.
- Use a comma to separate an introductory element from the rest of the sentence.
- Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It is true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
- Use underlining, quotation marks, or italics to indicate titles of works.
- Use a comma before a coordinating conjunction in a compound sentence.
- Spell grade-appropriate words correctly, consulting references as needed. (L.4.2 and 5.2 merge)

**LEVEL M-D**

		<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>• Use punctuation (commas, parentheses, ellipsis, dashes) to set off nonrestrictive/parenthetical elements.</li> <li>• Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt).</li> <li>• Use an ellipsis to indicate an omission.</li> <li>• Spell correctly. (L.6.2 through 8.2 merge)</li> </ul> <p><b>LEVEL D-A</b></p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>• Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>• Use a colon to introduce a list or quotation.</li> <li>• Spell correctly. (L.9-10.2)</li> </ul> <p><b>LEVEL A</b></p>
	<p><b>CCR Anchor 3:</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening</p>	<p>Note: This standard does not begin until grade 2 in the Common Core State Standards.</p> <p><b>LEVEL E</b></p>
		<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>• Choose words and phrases for effect.</li> <li>• Recognize and observe differences between the conventions of spoken and written standard English. (L.3.3)</li> </ul> <p><b>LEVEL E-M</b></p>
		<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>• Choose words and phrases to convey ideas precisely.</li> <li>• Choose punctuation for effect.</li> <li>• Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion).</li> <li>• Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> <li>• Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. (L.4.3 and 5.3 merge)</li> </ul> <p><b>LEVEL M-D</b></p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>• Vary sentence patterns for meaning, reader/listener interest, and style.</li> <li>• Maintain consistency in style and tone.</li> <li>• Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (L.6.3 and 7.3 merge)</li> </ul> <p><b>LEVEL A</b></p>

**CCR Anchor 4:**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate

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

- Use sentence-level context as a clue to the meaning of a word or phrase.
- Use frequently occurring affixes as a clue to the meaning of a word.
- Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). (L.1.4)

**LEVEL E**

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

- Use sentence-level context as a clue to the meaning of a word or phrase.
- Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (L.2.4)

**LEVEL E-M**

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

- Use context (e.g., definitions, examples, restatements, cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, autograph, photograph, photosynthesis).
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (L.4.4 and 5.4 merge)

**LEVEL M-D**

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

- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

		<ul style="list-style-type: none"> <li>• 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)</li> </ul> <p><b>LEVEL D-A</b></p>
		<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Identify and correctly, use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>• Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology or its standard usage.</li> <li>• Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.11-12.4)</li> </ul> <p><b>LEVEL A</b></p>
	<p><b>CCR Anchor 5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p>	<p>With guidance and support, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>• Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li> <li>• Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</li> <li>• Identify real-life connections between words and their use (e.g., note places at home that are cozy).</li> <li>• Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. (L.1.5)</li> </ul> <p><b>LEVEL E</b></p>
		<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>• Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).</li> <li>• Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</li> <li>• Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). (L.3.5)</li> </ul> <p><b>LEVEL E-M</b></p>
		<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>• Interpret figurative language, including similes and metaphors, in context.</li> </ul>

		<ul style="list-style-type: none"> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (L.5.5)</li> </ul>
	NONE	NONE
	<p><b>CCR Anchor 6:</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.</p>	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). (L.1.6)</p> <p><b>LEVEL E</b></p>
		<ul style="list-style-type: none"> <li>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other people are happy that makes me happy). (L.2.6)</li> <li>Acquire and use accurately level-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). (L.3.6)</li> </ul> <p><b>LEVEL E-M</b></p>
		<p>Acquire and use accurately level-appropriate general academic and domain-specific words and phrases, including those that:</p> <ul style="list-style-type: none"> <li>signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered).</li> <li>are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</li> <li>signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.4.6 and 5.6 merge).</li> </ul> <p><b>LEVEL M-D</b></p>
		<p>Acquire and use accurately level-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6)</p> <p><b>LEVEL D-A</b></p>
		<p>Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.11-12.6)</p> <p><b>LEVEL A</b></p>

## Reading Standards: Foundational Skills K-5

*The Reading Standards: Foundational Skills are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.<sup>11</sup>*

### Reading Standards: Foundational Skills K-5

**Key:** The citation at the end of each standard in the following chart identifies the CCSS strand, grade, and number (or standard number and letter, where applicable).

For example, RF.4.4 stands for Reading Foundational Skills, Grade 4, Standard 4.

RF: Reading Foundational Skills

<p>RF.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (Phonological Awareness)</p>		<ul style="list-style-type: none"> <li>• Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</li> <li>• Recognize and produce rhyming words.</li> <li>• Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>• Count, pronounce, blend, and segment syllables in spoken words.</li> <li>• Blend and segment onsets and rimes of single syllable spoken words.</li> <li>• Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>• Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> <li>• Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>• Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (RF.K.2 and 1.2 merge)</li> </ul>
		<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p>

	<p>RF.3. Know and apply grade-level phonics and word analysis skills in decoding words. (Phonics and Word Recognition)</p>	<ul style="list-style-type: none"> <li>• Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</li> <li>• Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Know the spelling-sound correspondences for common consonant digraphs.</li> <li>• Decode regularly spelled one-syllable words.</li> <li>• Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> <li>• Know final -e and common vowel team conventions for representing long vowel sounds.</li> <li>• Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>• Decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>• Read words with inflectional endings.</li> <li>• Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> <li>• Recognize and read grade-appropriate irregularly spelled words. (RF.K.3 and 1.3 merge)</li> </ul> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>• Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>• Know spelling-sound correspondences for additional common vowel teams.</li> <li>• Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>• Identify words with inconsistent but common spelling-sound correspondences.</li> <li>• Identify words with inconsistent but common spelling-sound correspondences.</li> <li>• Decode words with common Latin suffixes.</li> <li>• Decode multisyllable words.</li> <li>• h. Recognize and read grade-appropriate irregularly spelled words. (RF.2.3 and 3.3 merge)</li> </ul> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>• Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (RF.4.3 and 5.3 merge)</li> </ul>
	<p>RF.4 Read with sufficient accuracy and fluency to support comprehension. (Fluency)</p>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>• Read grade-level text with purpose and understanding.</li> <li>• b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.K.4 and 1.4 merge)</li> </ul> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>• Read grade-level text with purpose and understanding.</li> <li>• Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> </ul>

		<ul style="list-style-type: none"><li>• c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.2.4 and 3.4 merge)</li></ul>
		<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"><li>• Read grade-level text with purpose and understanding.</li><li>• Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li><li>• c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.4.4 and 5.4 merge)</li></ul>

<b>Connections Between and Among the Standards from the Domains of Reading, Writing, Speaking and Listening, and Language</b>		
<b>Reading</b>		
<b>Reading Anchor 1</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text	<b>Writing Anchor 9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.	
	<b>Speaking and Listening Anchor 1</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
<b>Reading Anchor 4</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone	<b>Language Anchor 4</b> Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate	
	<b>Language Anchor 6</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	
<b>Reading Anchor 6</b> Assess how point of view or purpose shapes the content and style of a text. Speaking and Listening Anchor 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	<b>Speaking and Listening Anchor 3</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	
<b>Reading Anchor 7</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. Speaking and Listening Anchor 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	<b>Speaking and Listening Anchor 2</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
<b>Reading Anchor 8</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence	<b>Writing Anchor 1</b> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence	
	<b>Speaking and Listening Anchor 3</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric	

**Connections Between and Among the Standards from the Domains of Reading, Writing, Speaking and Listening, and Language**

<p><b>Writing Anchor 4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p>	<p><b>Language Anchor 1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	
	<p><b>Language Anchor 2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Speaking and</p>	
	<p><b>Speaking and Listening Anchor 6</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	
<p><b>Writing Anchor 6</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p><b>Speaking and Listening Anchor 5</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	
<p><b>Writing Anchor 7</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p><b>Speaking and Listening Anchor 1</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	