## **College and Career Readiness Anchor Standards**

The K-12 Common Core standards define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

READING	WRITING	SPEAKING AND LISTENING	LANGUAGE
Key Ideas and Details	Text Types and Purposes**	Comprehension and Collaboration	Conventions of Standard English
<ol> <li>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.</li> <li>Determine central ideas or themes of a text and analyze their development; summarize the key</li> </ol>	<ol> <li>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevantand sufficient evidence.</li> </ol>	<ol> <li>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</li> <li>Integrate and evaluate information presented</li> </ol>	<ol> <li>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> </ol>
	<ol> <li>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</li> </ol>		<ol> <li>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>Knowledge of Language</li> <li>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</li> </ol>
		in diverse media and formats, including visually, quantitatively, and orally.	
<ul><li>supporting details and ideas.</li><li>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li></ul>	<ol> <li>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> </ol>	3. Evaluate a speaker's point of view, reasoning, and	
		use of evidence and rhetoric.  Presentation of Knowledge and Ideas	
		4. Present information, findings, and supporting	
Craft and Structure	Production and Distribution of Writing	evidence such that listeners can follow the line	Vocabulary Acquisition and Use
<ol> <li>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</li> </ol>	<ol> <li>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>Develop and strengthen writing as needed by</li> </ol>	of reasoning and the organization, development, and style are appropriate to task, purpose, and audience 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate	<ol> <li>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</li> <li>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>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</li> </ol>
meaning or tone. 5. Analyze the structure of texts, including how	planning, revising, editing, rewriting, or trying a new approach     dis en       6. Use technology, including the Internet, to produce and publish writing and to interact     6. Ac		
specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.			
<ol> <li>Assess how point of view or purpose shapes the content and style of a text.</li> <li>Integration of Knowledge and Ideas</li> </ol>			
<ol> <li>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*</li> </ol>			
<ol> <li>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency</li> </ol>			or expression.
of the evidence. 9. Analyze how two or more texts address similar theorem and arts in and atta initial language and			
themes or topics in order to build knowledge or to compare the approaches the authors take.			
Range of Reading and Level of Text Complexity			
<ol> <li>Read and comprehend complex literary and informational texts independently and proficiently.</li> </ol>			

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

\*\* These broad types of writing include many subgenres. See Appendix A for definitions of key writing types (found at corestandards.org).