Range of Reading and Level of Text Complexity

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

Integration of Knowledge and Ideas

6. Assess the point of view of the author or author's perspective and analyze the impact of the author's perspective on the text.

5. Analyze how the structure of the text contributes to or detracts from the meaning of the text.

4. Identify central ideas and themes and use evidence from the text to support or challenge those ideas.

Craft and Structure

3. Analyze how the individual work and themes develop and interact over the course of the text.

2. Evaluate the effectiveness of the author's word choice in shaping meaning of the text.

1. Read closely to determine what the text says explicitly and to make logical inferences from the text.

Key Ideas and Details

Note on Range and Content

Readers should determine which characteristics of the text to highlight and what to analyze and synthesize. This is not an exhaustive list of characteristics or a definitive assessment tool. Additional standards may apply to specific courses or programs.

College and Career Readiness Anchor Standards for Reading

- The K-5 Standards on the following pages 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.

- These standards are designed to provide clear expectations for what students should know and be able to do, helping educators ensure that all students are prepared for college and career.

- The CCR standards provide a framework for understanding how students can progress from basic reading skills to college and career readiness.

- By meeting these standards, students demonstrate understanding that all students must demonstrate.
10. Read and comprehend complex literary and informational texts independently and proficiently.

Range of Reading and Level of Text Complexity

6. Analyze how two or more texts address similar themes or topics in order to build knowledge of the theme or topic; analyze and integrate the themes or topics into a text, including the ways in which the author of the text responds to the theme or topic.

5. Summarize the central ideas or themes of a text and analyze how the author develops and expresses them, using critical thinking skills and supporting details from the text.

4. Interpret words and phrases as they are used in a text, including determining the meaning of unknown words and phrases as they are used in a text, including determining the meaning of unknown words and phrases as they are used in a text.

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

2. Determine central ideas or themes of a text and analyze the development of the ideas throughout the text, including how the author develops and expresses them, using critical thinking skills and supporting details from the text.

1. Read closely to determine what the text says explicitly and to make logical inferences from the text, using critical thinking skills and supporting details from the text.

Integration of Knowledge and Ideas

6. Assess how two or more texts address similar themes or topics in order to build knowledge of the theme or topic; analyze and integrate the themes or topics into a text, including the ways in which the author of the text responds to the theme or topic.

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

2. Determine central ideas or themes of a text and analyze the development of the ideas throughout the text, including how the author develops and expresses them, using critical thinking skills and supporting details from the text.

1. Read closely to determine what the text says explicitly and to make logical inferences from the text, using critical thinking skills and supporting details from the text.

Critique and Structure

6. Assess how two or more texts address similar themes or topics in order to build knowledge of the theme or topic; analyze and integrate the themes or topics into a text, including the ways in which the author of the text responds to the theme or topic.

5. Summarize the central ideas or themes of a text and analyze how the author develops and expresses them, using critical thinking skills and supporting details from the text.

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

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Key Ideas and Details

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1. Read closely to determine what the text says explicitly and to make logical inferences from the text, using critical thinking skills and supporting details from the text.
These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Range of Writing

1. Write a news article.
2. Write a research paper.
3. Write an essay for an English language class.
4. Write a letter to a friend.
5. Write a letter to the editor.
6. Write a short story.
7. Write a poem.
8. Write a script for a play.

Research to Build and Present Knowledge

1. Conduct an investigation into the effects of climate change on local ecosystems.
2. Conduct an investigation into the effects of climate change on local ecosystems.
3. Conduct an investigation into the effects of climate change on local ecosystems.
4. Conduct an investigation into the effects of climate change on local ecosystems.
5. Conduct an investigation into the effects of climate change on local ecosystems.
6. Conduct an investigation into the effects of climate change on local ecosystems.
7. Conduct an investigation into the effects of climate change on local ecosystems.
8. Conduct an investigation into the effects of climate change on local ecosystems.

Production and Distribution of Writing

1. Write a script for a play.
2. Write a letter to the editor.
3. Write a letter to a friend.
4. Write a research paper.
5. Write a news article.
6. Write a short story.
7. Write a poem.
8. Write a script for a play.

Text Types and Purposes

1. Write an argument essay.
2. Write a comparative essay.
3. Write a descriptive essay.
4. Write a narrative essay.

College and Career Readiness Anchor Standards for Writing

These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.
These broad types of writing include many subtypes. See appendix A for definition of key writing types.

1. World literature over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting of a day or two) for a range of texts, purposes, and audiences.

2. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each, and synthesize information into a coherent whole.

3. Draw evidence from literary or informational texts to support analytic, interpretive, or evaluative arguments.

Research to Build and Present Knowledge

4. Use technology to produce and publish writing and to interact and collaborate with others.

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

6. Conclude or support knowledge with further investigation of sources or by developing personal insights.

Production and Distribution of Writing

7. Provide clear and coherent writing in which development, organization, and style are appropriate to task.

8. Use technology strategically when writing and revising.

Text Types and Purposes

Guiding Principle: Writing provides additional specificity—that is, it together clarifies the skills and understandings that students must demonstrate.

The CCC and grade-specific standards are necessary components of formal and informal reading standards. The latter and of each grade's cooperative to the College and Career Readiness (CCR) anchor standards below by number of each grade's. Textual content to the College and Career Readiness (CCR) anchor standards below by number of each grade's.
Listening

Note on Range and Content

For Speaking and Listening

College and Career Readiness Anchor Standards

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, ESSAY, AND TECHNICAL WRITING

Presentation of Knowledge and Ideas

1. Organize and express ideas clearly and logically through effective use of supporting evidence, examples, and counterexamples.
2. Evaluate speakers' points of view, reasoning, and use of evidence and rhetoric.
3. Identify and evaluate information presented in diverse media and formats, including visually quantitative and textual elements.
4. Present arguments and persuasive objectives in a range of conversations and collaborations with diverse partners.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of complex ideas.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
College and Career Readiness Anchor Standards

From Speaking and Listening

Note on Range and Content of Student Speaking and Listening
The educations and career readiness standards for language arts and technical subjects should be designed to help students prepare for college and career readiness. They should include skills and understandings that reflect the needs of employers and higher education institutions. The standards should be clear, specific, and measurable, and should be aligned with the Common Core State Standards for English Language Arts and Technical Subjects.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases in written and spoken language.

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

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues.

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.

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

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

Knowledge of Language

College and Career Readiness Anchor Standards for Language
Reading is critical in building student reading and content knowledge in history/social studies, science, and technical subjects.

In college and career readiness standards for reading:

Collaborative skills—think together, analyze the skills and understandings that all students must demonstrate.

The CCSS/ELA-R standards are necessary components of the college readiness standards for reading. The following skills are important in college and career readiness (CCSR) and standards:

1. Read closely to determine the text's explicit meaning and to make logical inferences from it.
2. Evidence when worthwhile to support conclusions drawn from the text.
3. Analyze how and why individual events, ideas develop, and interact over the course of a text.
4. Interpret words and phrases as they are used in a text, including determining the meaning of specific vocabulary.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger sections of the text (e.g., a section/paragraph) contribute to each other and the whole.
6. Assess how point of view or purpose of the text might change the content and style of a text.
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively.
8. Define, analyze, and evaluate the argument and specific claims in a text, including the value of the reasoning as well as how it depends on the evidence.
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.

Integration of knowledge and ideas:

Analysis of a text:

Craft and Structure:

Key ideas and details:

Understanding and comprehending the main points and details of the text.

Reading in five reading contexts of college and career readiness:

College and career readiness standards for reading.
### Text Types and Purposes

The College and Career Readiness Anchor Standards for Writing promote a focus on range and content of student writing. These broad types of writing include many subjects. An Appendix for definitions of key writing types is available online.

<table>
<thead>
<tr>
<th>Text Type</th>
<th>Range of Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Single sitting or a day or two</td>
<td>Time frame for research, reflection, and revision</td>
</tr>
<tr>
<td>2. Longer than a day or two</td>
<td>Time frame for research, reflection, and revision</td>
</tr>
<tr>
<td>3. Draw evidence from literary nonfiction text to support analytic, reflective, and interpretive writing.</td>
<td>Time frame for research, reflection, and revision</td>
</tr>
<tr>
<td>4. Generate and develop reflective, interpretive, and analytical writing.</td>
<td>Time frame for research, reflection, and revision</td>
</tr>
<tr>
<td>5. Write in multiple genres and formats, including academic, professional, and creative.</td>
<td>Time frame for research, reflection, and revision</td>
</tr>
<tr>
<td>6. Write in the modes of nonfiction text to produce and publish writing to inform, persuade, and engage readers.</td>
<td>Time frame for research, reflection, and revision</td>
</tr>
<tr>
<td>7. Participate in collaborative discussions, contests, or debates.</td>
<td>Time frame for research, reflection, and revision</td>
</tr>
<tr>
<td>8. Write in the modes of fiction text to produce and publish writing to entertain and challenge readers.</td>
<td>Time frame for research, reflection, and revision</td>
</tr>
<tr>
<td>9. Write in the modes of poetry and drama.</td>
<td>Time frame for research, reflection, and revision</td>
</tr>
<tr>
<td>10. Write in the modes of academic, professional, and creative.</td>
<td>Time frame for research, reflection, and revision</td>
</tr>
</tbody>
</table>

College and Career Readiness Anchor Standards for Writing...