

Anchor Standards: 2016 English Language Arts Standards Review

Reading Anchor Standards

Key Ideas and Details

Standard 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.

Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

Craft and Structure

Standard 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.

Standard 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.

Standard 6: Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Standard 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.

Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

Standard 10: Read and comprehend complex literary and informational texts independently and proficiently. **Removed. Note: The ELA Committee decided that this standard would be more appropriate as guidance for instruction instead of a student achievement expectation. The committee would like to see text complexity guidance included in an introduction.**

Standard 11: Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.

Writing Anchor Standards

Please note that the ELA Committee decided to re-order the Writing Anchor Standards under new categories for ease of use and clarity for teachers and curriculum development.

Production, Range, and Distribution of Writing

Standard 1: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Standard 2: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Standard 3: 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.

Standard 4: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

Standard 5: Conduct research based on focused questions, demonstrating understanding of the subject under investigation. Anchor Standard changed.

Standard 6: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Standard 7: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Text Types and Purposes

Standard 8: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Standard 9: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Standard 10: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Standard 11: Responding to Literature: Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

Speaking, Listening, and Viewing

Comprehension and Collaboration

Standard 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.

Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

Standard 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.

Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating

command of formal English when indicated or appropriate.

Language Standards

Conventions of Standard English

Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Standard 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.

Knowledge of Language

Standard 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.

Standard 5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Standard 6: Acquire and accurately use 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 and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.