**College and Career Readiness Standards for Adult Education (Pimentel, 2013)**

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| **Reading** | **Writing** | **Speaking & Listening** | **Language** |
| **CCR Anchor 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.\*  **CCR Anchor 2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.\*  **CCR Anchor 3:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.\*  **CCR Anchor 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.\*  **CCR Anchor 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.\*  **CCR Anchor 6:** Assess how point of view or purpose shapes the content and style of a text.\*  **CCR Anchor 7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*  **CCR Anchor 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.\*  **CCR Anchor 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.\*  **CCR Anchor 10:** Read and comprehend complex literary and informational texts independently and proficiently.  *\*Apply this standard to texts of appropriate complexity as outlined by Standard 10.* | **CCR Anchor 1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  **CCR Anchor 2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  **CCR Anchor 3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequence. [not a priority after Level B]  **CCR Anchor 4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **CCR Anchor 5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **CCR Anchor 6:** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  **CCR Anchor 7:** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  **CCR Anchor 8**: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  **CCR Anchor 9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. | **CCR Anchor 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.  **CCR Anchor 2:** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  **CCR Anchor 3:** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.  **CCR Anchor 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 the task, purpose, and audience.  **CCR Anchor 5:** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.  **CCR Anchor 6:** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. | **CCR Anchor 1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **CCR Anchor 2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **CCR Anchor 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.  **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.  **CCR Anchor 5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  **CCR Anchor 6:** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression. |

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**College and Career Readiness Standards for Adult Education: English Language Arts and Literacy**

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| **Level** | **GLE Range** | **NRS Level** |
| A | K – 1 | Beginning ABE Literacy |
| B | 2 – 3 | Beginning ABE |
| C | 4 – 5 | Low Intermediate |
| D | 6 – 8 | High Intermediate |
| E | 9 – 12 | Low ASE (GLE 9 - 10.9) |
| High ASE (GLE 11 - 12.9) |

**Standards span five grade-**

**ELA Anchor standards** are identical across Levels A – E. Under each Level, there are **Level-specific standards** that describe the specific set of skills or strategies learners need to develop and demonstrate at a particular level to meet a more broadly stated Anchor standard.

**level groupings**: (See p. 10)

**ELA/Literacy Standards Key**

The citation at the end of each standard in the CCR Standards charts identifies the *Common Core* strand, grade, and number (or standard number and letter, where applicable). Examples: RI.4.3 stands for Reading, Informational Text, Grade 4, Standard 3; W.5.1a stands for Writing, Grade 5, Standard 1a. (See p. 12).

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| **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 |

**Three Main Instructional Shifts for ELA/Literacy**:

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| Shift 1: **Complexity** (Regular practice with complex text and its academic language; see  p. 9) | Research indicates that the complexity of text that students are able to read is the greatest predictor of success in college and careers (ACT 2006). There is a 4 grade-level gap between secondary texts and college/career texts (Williamson 2006). Focus is on exposing students to appropriately complex texts in instruction and assessment. *Reading Standard 10* shows a staircase of increasing textual complexity for students to read independently and proficiently. Focus also on frequently encountered academic vocabulary (language common to complex texts across literature, science, history, and the arts. *Reading Standard 4* and *Language Standard 6* focus on academic (e.g., Tier 2) vocabulary. |
| Shift 2: **Evidence** (Reading, writing, and speaking grounded in evidence from the text, both literary and informational; see p. 10) | 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/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. |
| Shift 3: **Knowledge** (Building knowledge through content-rich non-fiction; see p. 10) | Focus is on ELA, and 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. 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 ABE, there is special emphasis on standards for comprehension of informational text. |

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