

Common Core State Standards Initiative
College and Career Readiness Standards
(Race to the Top)

National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) in partnership with Achieve, ACT and the College Board

English Language Arts Standards – (How FPS meets these national standards comments are in italics.)

Reading

- Determine both what the text says explicitly and what can be inferred logically from the text. *Analyzing the future scene*
- Support or challenge assertions about the text by citing evidence in the text explicitly and accurately. *Referring to details within the future scene*
- Discern the most important ideas, events, or information, and summarize them accurately and concisely. *Analyzing the future scene and applying research to challenge statements*
- Delineate the main ideas or themes in the text and the details that elaborate and support them. *Identifying Hot Spots*
- Determine when, where, and why events unfold in the text, and explain how they relate to one another. *Analyzing the future scene*
- Analyze the traits, motivations, and thoughts of individuals in fiction and nonfiction based on how they are described, what they say and do, and how they interact.
- Determine what is meant by words and phrases in context, including connotative meanings and figurative language.
- Analyze how specific word choices shape the meaning and tone of the text.
- Analyze how the text’s organizational structure presents the argument, explanation, or narrative.
- Analyze how specific details and larger portions of the text contribute to the meaning of the text.
- Synthesize data, diagrams, maps, and other visual elements with words in the text to further comprehension. *Analyzing the future scene*
- Extract key information efficiently in print and online using text features and search techniques. *Researching the topic*
- Ascertain the origin, credibility, and accuracy of print and online sources. *Researching the topic*

- Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing whether the evidence provided is relevant and sufficient. *Researching the topic*
- Analyze how two or more texts with different styles, points of view, or arguments address similar topics or themes.
- Draw upon relevant prior knowledge to enhance comprehension, and note when the text expands on or challenges that knowledge. *Researching the topic/ Analyzing the future scene*
- Apply knowledge and concepts gained through reading to build a more coherent understanding of a subject, inform reading of additional texts, and to solve problems. *Researching the topic*
- Demonstrate facility with the specific reading demands of texts drawn from different disciplines, including history, literature, science, and mathematics. *Researching the topic/ Identifying challenges within the future scene / Creating solutions/ Identifying stakeholders and goals while creating the action plan*

Writing

- Establish and refine a topic or thesis that addresses the specific task and audience.
- Gather the information needed to build an argument, provide an explanation, or address a research question. *Researching the topic*
- Sustain focus on a specific topic or argument. *Addressing the underlying problem*
- Support and illustrate arguments and explanations with relevant details, examples, and evidence. *Identifying challenges / creating solutions / criteria grid / development of action plan*
- Create a logical progression of ideas or events, and convey the relationships among them. *Development of action plan*
- Choose words and phrases to express ideas precisely and concisely. *Developing challenges and solutions*
- Use varied sentence structures to engage the reader and achieve cohesion between sentences.
- Develop and maintain a style and tone appropriate to the task, purpose, and audience.
- Demonstrate command of the conventions of standard written English, including grammar, usage, and mechanics.

- Represent and cite accurately the data, conclusions, and opinions of others, effectively incorporating them into one's own work while avoiding plagiarism.
- Assess the quality of one's own writing, and, when necessary, strengthen it through revision. *Peer evaluation of booklet writing*
- Use technology as a tool to produce, edit, and distribute writing. *Google docs*

When **writing to inform or explain**, students must also do the following:
Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to provide an accurate picture of that information. *Completing entire booklets*

Convey complex information clearly and coherently to the audience through purposeful selection and organization of content. *Completing entire booklets*

Demonstrate understanding of content by reporting facts accurately and anticipating reader misconceptions.

When **writing arguments**, students must also do the following:
Establish a substantive claim, distinguishing it from alternate or opposing claims.

Link claims and evidence with clear reasons, and ensure that the evidence is relevant and sufficient to support the claims. *Identifying assistors and resisters for the developing an action plan*

Acknowledge competing arguments or information, defending or qualifying the initial claim as appropriate.

Speaking & Listening

Select and use a format, organization, and style appropriate to the topic, purpose, and audience.

Present information, findings, and supporting evidence clearly and concisely.

Make strategic use of multimedia elements and visual displays of data to gain audience attention and enhance understanding.

Demonstrate command of formal Standard English when appropriate to task and audience.

Listen to complex information, and discern the main ideas, the significant details, and the relationships among them.

Follow the progression of the speaker's message, and evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric.

Ask relevant questions to clarify points and challenge ideas.

Respond constructively to advance a discussion and build on the input of others.

"Core Standards - College Career Readiness Standards." *Common Core State Standards Initiative*. National Governors Association. Web. 8 Dec. 2009.
<<http://www.corestandards.org/Standards/index.htm>>.