

Reading Anchor 10: Read and comprehend complex literary and informational texts independently and proficiently.

| GLE / Common Core Band | ATOS | Flesch-Kincaid | The Lexile Framework® | Reading Maturity |
|------------------------|-------------|----------------|-----------------------|------------------|
| 6th – 8th (D) | 7.00 – 9.98 | 6.51 – 10.34 | 925 – 1185 | 7.04 – 9.57 |

CCRS for ELA Level D

| Reading <i>(Apply #1-9 to appropriately complex texts - see # 10.)</i> | Writing | Speaking & Listening | Language |
|---|--|--|---|
| <p>Anchor R1: Close Reading & Evidence</p> <p>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <ul style="list-style-type: none"> <i>Application:</i> cite specific textual evidence to support analysis of primary and secondary sources. <i>Application:</i> cite specific textual evidence to support analysis of science and technical texts. | <p>Anchor W1: Argumentative Writing & Evidence</p> <p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented. | <p>Anchor SL1: Conversations & Collaborations</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. | <p>Anchor L1: Grammar & usage</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Ensure that pronouns are in the proper case (subjective, objective, possessive). Use intensive pronouns. Recognize and correct inappropriate shifts in pronoun number and person. Recognize and correct vague or unclear pronouns. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. Form and use verbs in the active and passive voice. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Recognize and correct inappropriate shifts in verb voice and mood. Explain the function of phrases and clauses in general and their function in specific sentences. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| <p>Anchor R2: Main Ideas, Development, & Summaries</p> <p>Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <ul style="list-style-type: none"> <i>Application:</i> determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. | <p>Anchor W2: Informative/Explanatory Writing</p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <i>[This includes the narration of historical events, scientific procedures/experiments, or technical processes.]</i></p> <ol style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented. | <p>Anchor SL2: Take in and evaluate information from diverse media and formats</p> <p>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> | <p>Anchor L2: Capitalization, punctuation, and spelling</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use punctuation (commas, parentheses, ellipsis, dashes) to set off nonrestrictive/parenthetical elements. Use a comma to separate coordinate adjectives (<i>e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt.</i>) Use an ellipsis to indicate an omission. Spell correctly. |
| <p>Anchor R3: Analysis of connections & development over a text</p> <p>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <ul style="list-style-type: none"> <i>Application:</i> identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). <i>Application:</i> Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. | <p>Anchor W3: Narrative writing</p> <p><i>Note: Students’ narrative skills continue to grow in levels C-D-E as students work to incorporate narrative elements effectively into their arguments and informative/explanatory texts.</i></p> | <p>Anchor SL3: Evaluate a speaker</p> <p>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> | <p>Anchor L3: Language Choices for style, tone, and message</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Vary sentence patterns for meaning, reader/listener interest, and style. Maintain consistency in style and tone. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
| <p>Anchor R4: Word meaning and choice</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> | <p>Anchor W4: Clear, coherent, and appropriately styled writing</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> | <p>Anchor SL4: Presentations with clear reasoning and evidence</p> <p>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> | <p>Anchor L4: Vocabulary meaning and process</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (<i>e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence</i>) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (<i>e.g., audience, auditory, audible</i>). Consult reference materials (<i>e.g., dictionaries, glossaries, thesauruses</i>), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (<i>e.g., by checking the inferred meaning in context or in a dictionary</i>). |
| <p>Anchor R5: Text structure analysis</p> <p>Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> | <p>Anchor W5: Writing Process</p> <p>With some guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. <i>(Editing for conventions should demonstrate command of Language standards 1–3 at this level.)</i></p> | <p>Anchor SL5: Visual presentations, multimedia</p> <p>Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> | <p>Anchor L5: Figurative language, word relationships, and nuances</p> <p>Level C (no Level D): Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Interpret figurative language, including similes and metaphors, in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Use the relationship between particular words (<i>e.g., synonyms, antonyms, homographs</i>) to better understand each of the words. |
| <p>Anchor R6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> | <p>Anchor W6: Technology for interaction, collaboration, writing production & publication</p> <p>Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> | <p>Anchor SL6: Adapt speech / formal English</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. <i>(See Language 1 & 3 for specific expectations.)</i></p> | <p>Anchor L6: Content Vocabulary acquisition & use</p> <p>Acquire and use accurately level-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> |
| <p>Anchor R7: Take in and evaluate information from diverse media and formats</p> <p>Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> | <p>Anchor W7: Research product</p> <p>Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> | | |
| <p>Anchor R8: Claims, Evidence, Reasoning</p> <p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> | <p>Anchor W8: Research process, anti-plagiarism</p> <p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> | | |
| <p>Anchor R9: Multiple text analysis</p> <p>Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> | <p>Anchor W9: Evidence for analysis, reflection, and research. <i>(Apply this standard to texts of appropriate complexity as outlined by Reading Standard 10.)</i></p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> Apply Reading standards from this level to literature (<i>e.g., “Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments”</i>). Apply Reading standards from this level to literary nonfiction (<i>e.g., “Analyze how a text makes connections among and distinctions between individuals’ ideas or events”</i>). | | |