

Revised College and Career Readiness Standards for English/Language Arts

I. Writing

- A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.
1. Determine effective approaches, genres, [~~forms,~~] rhetorical techniques, and media that demonstrate understanding of the writer's purpose and audience.
 2. Generate ideas, [~~and~~] gather information, and manage evidence relevant to the topic and purpose. [~~keeping careful records of outside sources.~~]
 3. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information; [~~;~~] organize material generated; [~~;~~] and formulate a thesis or purpose statement.
 4. Review feedback and revise each draft by organizing it more logically and fluidly, refining key ideas, and using language more precisely and effectively. [~~Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author's purpose.~~]
 5. Edit writing for audience, purpose, context, and style, [~~proper voice, tense and syntax~~] assuring that it conforms to Standard American [~~standard~~] English, when appropriate.

II. Reading

- A. [~~Locate explicit textual information, draw complex inferences, and~~] Identify, analyze, and evaluate [~~the~~] information [~~and meaning~~] within and across texts of varying lengths and genres.
1. Use effective reading strategies to determine a written work's purpose and intended audience.
 2. Use text features [~~and graphics~~] to form an overview of [~~informational texts and to determine where~~] content and to locate information.
 3. Identify explicit and implicit textual information including main ideas and author's purpose.
 4. Make evidence-based inferences about a text's meaning, intent, and values. [~~Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions.~~]
 5. Analyze and evaluate implicit and explicit arguments in a variety of texts for the quality and coherence of evidence and reasoning. [~~the presentation of information and the strength and quality of evidence used by the author, and judge the coherence and logic of the presentations and the credibility of an argument.~~]
- [~~6. Analyze imagery in literary texts.~~]

- 6.[7.]—Identify and analyze the author’s use of rhetorical and literary devices to create meaning and affect the reader.[Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers.]
- 7.[8.] Compare and analyze how [generic] features of genre are used across texts.
- 8.[9.] Identify, [and] analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.[the audience, purpose, and message of an informational or persuasive text.]
- [10.—Identify and analyzed how an author’s use of language appeal to the senses, creates imagery, and suggests mood.]
- [11.—Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.]
- B. Apply a variety of strategies to determine the meanings of unfamiliar words and phrases.[Understand new vocabulary and concepts and use them accurately in reading speaking, and writing.]
1. Identify new words and concepts acquired through study of their relationships to other words and concepts.
 2. Apply knowledge of roots and affixes to infer the meanings of new words.
 3. Use reference guides to confirm the meanings of new words or concepts.
 4. Make inferences about the denotative and connotative meanings of unfamiliar words using context clues.
- C. Read and analyze literary and other texts from a variety of cultural and historical contexts.[Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.]
1. Read widely, including complete a wide variety of texts from American, British, [European] and world literatures.
 2. Analyze the relationships between works of literature and the historical periods and cultural contexts in which they were written.[Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature.]
 3. Examine the influence of myths, oral traditions, and Classical literature on subsequent works over time. Analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written.
- [4.—Analyze and compare the use of language in literary works from a variety of world cultures.]
- D. Acquire insights about oneself, others, or the world from reading diverse texts.[Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.]
1. Make text-to-self, text-to-text, and text-to-world connections.[Describe insights gained about oneself, others, or the world from reading specific texts.]

2. Recognize the potential of diverse texts to cultivate empathy. [Analyze the influence of myths, folktales, fables, and classical literature from a variety of world cultures on later literature and film.]
3. Appreciate the aesthetic qualities and values of diverse texts.

III. Speaking

- A. Understand the elements of both formal and informal communication in group discussions, one-on-one situations, and presentations. [Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, organization of information).]
1. Participate actively, effectively, and respectfully in one-on-one oral communication as well as in group discussions. [Understand how style and content of spoken language varies in different contexts and influences listener's understanding.]
 2. Engage in reasoned dialogue, including with people who have different perspectives. [Adjust presentation (delivery, vocabulary, length) to particular audiences and purposes.]
 3. Understand how style, register, and content of spoken language vary in different contexts and influence the listener's understanding.
 4. Adjust delivery, vocabulary, and length of message for particular audiences, purposes, and contexts.
 5. Plan and deliver focused, coherent presentations that convey clear and distinct perspectives and demonstrate sound reasoning.
- [B.—Develop effective speaking styles for both group and one-on-one situations.
- 1.—Participate actively and effectively in one-on-one oral communication situations.
 - 2.—Participate actively and effectively in group discussions.
 - 3.—Plan and deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.]

IV. Listening

- A. Apply listening skills [as an individual and as a member of a group] in a variety of settings and contexts. [(e.g., lectures, discussions, conversations, team projects, presentations, interviews).]
1. Use a variety of active listening strategies to enhance comprehension. [Analyze and evaluate the effectiveness of a public presentation.]
 2. Listen critically and respond appropriately. [Interpret a speaker's message; identify the position taken and the evidence in support of the position.]
 3. Develop an awareness of rhetorical and stylistic choices used to convey a message. [Use a variety of strategies to enhance listening comprehension (e.g., focus attention on message, monitor message for clarity and understanding, note cues such as change of pace or particular words that

indicate a new point is about to be made, select and organize key information).]

4. Comprehend detailed instructions, explanations, and directions in a range of contexts (e.g., specialized contexts such as workplace procedures and operating instructions).
5. Recognize fillers, intentional pauses, and placeholders in speech (e.g., um) and make inferences in context.

[B. Listen effectively in informal and formal settings:

1. Listen critically and respond appropriately to presentations.
2. Listen actively and effectively in one-on-one communication situations.
3. Listen actively and effectively in group discussions.]

V. Research

A. Formulate topic and questions.

1. Articulate and investigate research questions.[-Formulate research questions.]
2. Explore and refine a research topic.
3. Devise[-Refine research topic and devise] a plan[-timeline] for completing work on time.

B. Locate, evaluate, and select [Select] information from a variety of sources.

1. Explore and collect a range of potential sources.[-Gather relevant sources.]
2. Distinguish between and among primary and secondary sources.[-Evaluate the validity and reliability of sources.]
3. Assess the relevance and credibility of sources.[-Synthesize and organize information effectively.]

C. Design and produce an effective product.[-Produce and design a document.]

1. Integrate and organize material effectively.[-Design and present an effective product.]
2. Use and attribute source material ethically.[-Use source material ethically.]
3. Follow relevant rules governing attribution.