

**Revised College and Career Readiness Standards for English/Language Arts  
July 2018**

**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, rhetorical techniques, and media that demonstrate understanding of the writer’s purpose and audience.
  - 2. Generate ideas, gather information, and manage evidence relevant to the topic and purpose.
  - 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.
  - 5. Edit writing for audience, purpose, context, and style, assuring that it conforms to Standard American English, when appropriate.

**II. Reading**

- A. Identify, analyze, and evaluate information 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 to form an overview of 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.
  - 5. Analyze and evaluate implicit and explicit arguments in a variety of texts for the quality and coherence of evidence and reasoning.
  - 6. Identify and analyze the author’s use of rhetorical and literary devices to create meaning and affect the reader.
  - 7. Compare and analyze how features of genre are used across texts.
  - 8. 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.
  - 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.
1. Read widely, including complete texts from American, British, and world literatures.
  2. Analyze the relationships between works of literature and the historical periods and cultural contexts in which they were written.
  3. Examine the influence of myths, oral traditions, and Classical literature on subsequent works over time.
- D. Acquire insights about oneself, others, or the world from reading diverse texts.
1. Make text-to-self, text-to-text, and text-to-world connections.
  2. Recognize the potential of diverse texts to cultivate empathy.
  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.
1. Participate actively, effectively, and respectfully in one-on-one oral communication as well as in group discussions.
  2. Engage in reasoned dialogue, including with people who have different perspectives.
  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.

### **IV. Listening**

- A. Apply listening skills in a variety of settings and contexts.
1. Use a variety of active listening strategies to enhance comprehension.
  2. Listen critically and respond appropriately.
  3. Develop an awareness of rhetorical and stylistic choices used to convey a message.
  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.

**V. Research**

- A. Formulate topic and questions.
  1. Articulate and investigate research questions.
  2. Explore and refine a research topic.
  3. Devise a plan for completing work on time.
- B. Locate, evaluate, and select information from a variety of sources.
  1. Explore and collect a range of potential sources.
  2. Distinguish between and among primary and secondary sources.
  3. Assess the relevance and credibility of sources.
- C. Design and produce an effective product.
  1. Integrate and organize material effectively.
  2. Use and attribute source material ethically.
  3. Follow relevant rules governing attribution.