

## CCRS English Language Arts/Literacy (ELA) Anchor Standards

### Reading CCR Anchor Standards (pages 13-21):<sup>1</sup>

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.

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<sup>1</sup> Anchor Standards 1-9 include the following additional parenthetical statement: “(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)”

**Writing CCR Anchor Standards (pages 22-28):**

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 sequences.

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.

### **Speaking & Listening CCR Anchor Standards (pages 29-32):**

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 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.

### **Language CCR Anchor Standards (pages 33-39):**

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.

**Reading Foundational Skills Anchor Standards (pages 40-43):**

CCR Anchor 2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  
(Phonological Awareness)

CCR Anchor 3: Know and apply grade-level phonics and word analysis skills in decoding words.  
(Phonics and Word Recognition)

CCR Anchor 4: Read with sufficient accuracy and fluency to support comprehension. (Fluency)

**The *College and Career Readiness Standards for Adult Education* can be downloaded from the Virginia Adult Learning Resource Center website at [valrc.org/standards-based-instruction](http://valrc.org/standards-based-instruction).**