

Correlation to the Common Core State Standards

The Common Core State Standards in English Language Arts for grades K–5 and 6 – 12 define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards. The College and Career Readiness (CCR) anchor standards provide broad standards, that, together with the grade level ones, define the specific skills and understandings that all students must demonstrate.

| College and Career Anchor Standards for Reading | William and Mary Language Arts Units |
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| 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. | Major goal related to analysis and interpretation of literature. (Goal 1) |
| Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | Major goal related to analysis and interpretation of literature. (Goal 1) |
| Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | Major goal related to the concept of change in the language arts. (Goal 6) |
| 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. | Major goal related to developing linguistic competency. (Goal 3) |
| 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. | Major goal related to analysis and interpretation of literature. (Goal 1) |
| Assess how point of view or purpose shapes the content and style of a text. | Major goal related to analysis and interpretation of literature. (Goal 1) |
| 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. | Major goal related to reasoning skills in the language arts. (Goal 5) |
| Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | Major goal related to analysis and interpretation of literature. (Goal 1) Use of the change matrices supports the analysis of multiple texts. |
| Read and comprehend complex literary and informational texts independently and | Broad-based reading in poetry, short story, biography, essay, and novel forms. |

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| College and Career Anchor Standards for Writing | William and Mary Language Arts Units |
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| Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | Major goal related to persuasive writing. (Goal 2) Major goal related to reasoning skills in the language arts. (Goal 5) |
| Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | Major goal related to persuasive writing. (Goal 2) |
| Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | Major goal related to persuasive writing. (Goal 2) |
| Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. | Research project focuses on these skills. |
| Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. | Major goal related to reasoning skills in the language arts. (Goal 5) Research project focuses on these skills. |
| Draw evidence from literary or informational texts to support analysis, reflection, and research. | Major goal related to analysis and interpretation of literature. (Goal 1) |
| Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | Major goal related to persuasive writing. (Goal 2) Research project focuses on these skills. |

| College and Career Anchor Standards for Speaking and Listening | William and Mary Language Arts Units |
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| 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. | Major goal related to listening/oral communication skills. (Goal 4) |
| Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. | Major goal related to reasoning skills in the language arts. (Goal 5) |
| Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. | Major goal related to reasoning skills in the language arts. (Goal 5) |
| 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. | Major goal related to listening/oral communication skills. (Goal 4) |
| Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. | Research project focuses on these skills. |

| College and Career Anchor Standards for Language | William and Mary Language Arts Units |
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| Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | Major goal related to developing linguistic competency. (Goal 3) |
| Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | Major goal related to developing linguistic competency. (Goal 3) |
| 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. | Major goal related to developing linguistic competency. (Goal 3) |