



# Literacy Anchor Standards

Whether or not your state uses its own state-developed standards or the Common Core State Standards, its rigorous college and career readiness standards for developing literacy are likely to agree on the reading, writing, speaking, listening and language skills that all students must demonstrate to successfully pursue the college and career paths of their choice.

Here's an example of this alignment in the standards:

**Anchor Standard:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**New Jersey:** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

**Nebraska:** Listen, ask clarifying questions, and respond to information being communicated about a topic, text or issue under study.

- The top standard is a speaking and listening standard from the College and Career Readiness Anchor Standards (herein Literacy Anchor Standards), which are the broad literacy standards that define what students need to be able to do by the time they graduate high school. These standards underscore all the standards in the Common Core.
- The middle standard is a fourth-grade speaking and listening standard from New Jersey, a state that has adopted the Common Core.
- The bottom standard is a fourth-grade speaking and listening standard from Nebraska, a state that has not adopted the Common Core.

This general alignment of state standards to the Literacy Anchor Standards means all out-of-school time programs can use the anchor standards to guide students in developing literacy skills and know that they support the literacy standards the state has adopted.



# Literacy Anchor Standards

## Reading Anchor Standards

Below are anchor standards you can use to guide your literacy activities.

<b>Key Ideas and Details</b>
<ol style="list-style-type: none"><li>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.</li><li>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li><li>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li></ol>
<b>Craft and Structure</b>
<ol style="list-style-type: none"><li>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.</li><li>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.</li><li>6. Assess how point of view or purpose shapes the content and style of a text.</li></ol>
<b>Integration of Knowledge and Ideas</b>
<ol style="list-style-type: none"><li>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</li><li>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.</li><li>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.</li></ol>
<b>Range of Reading and Level of Text Complexity</b>
<ol style="list-style-type: none"><li>10. Read and comprehend complex literary and informational texts independently and proficiently.</li></ol>





# Literacy Anchor Standards

## Writing Anchor Standards

Below are writing anchor standards that you can use to develop your literacy activities.

<b>Text Types and Purposes</b>
<ol style="list-style-type: none"><li>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li><li>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.</li><li>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li></ol>
<b>Production and Distribution of Writing</b>
<ol style="list-style-type: none"><li>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li><li>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li><li>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li></ol>
<b>Research to Build and Present Knowledge</b>
<ol style="list-style-type: none"><li>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</li><li>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.</li><li>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li></ol>
<b>Range of Writing</b>
<ol style="list-style-type: none"><li>10. 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.</li></ol>





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## Speaking and Listening Anchor Standards

Below are speaking and listening anchor standards that you can use to develop your literacy activities.

<b>Comprehension and Collaboration</b>
<ol style="list-style-type: none"><li>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.</li><li>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</li><li>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</li></ol>
<b>Presentation of Knowledge and Ideas</b>
<ol style="list-style-type: none"><li>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.</li><li>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</li><li>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</li></ol>

## Language Anchor Standards

Below are language anchor standards that you can use to develop your literacy activities.

<b>Conventions of Standard English</b>
<ol style="list-style-type: none"><li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li><li>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li></ol>
<b>Knowledge of Language</b>
<ol style="list-style-type: none"><li>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.</li></ol>
<b>Vocabulary Acquisition and Use</b>
<ol style="list-style-type: none"><li>4. Determine or clarify the meanings 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.</li></ol>





## Literacy Anchor Standards

### Conventions of Standard English

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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 an unknown term important to comprehension or expression.

Adapted from College and Career Readiness Anchor Standards: [www.corestandards.org](http://www.corestandards.org)