

## College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages 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 below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Key Ideas and Details

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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

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.
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.
6. Assess how point of view or purpose shapes the content and style of a text.

### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*
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.
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.

### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

### Note on range and content of student reading

*To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.*

\*Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

## College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages 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 below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Key Ideas and Details

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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

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.
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.
6. Assess how point of view or purpose shapes the content and style of a text.

### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.\*
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.
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.

### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

### Note on range and content of student reading

*To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.*

\*Please see “Research to Build Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Language Standards	
Common Core Georgia Performance Standards (CCGPS)	Georgia Performance Standards (GPS)
<b>Conventions of Standard English</b>	
<b>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>	<b>ELA3C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.</b>
<i>a. Print all upper- and lowercase letters.</i>	<b>ELAKW1 The student begins to understand the principles of writing. The student</b> c. Accurately prints name, all uppercase and lowercase letters of the alphabet, and teacher-selected words.
<i>b. Use common, proper, and possessive nouns.</i>	<b>ELA1W1 The student begins to understand the principles of writing. The student</b> f. Uses nouns (singular and plural) correctly. l. Uses appropriate end punctuation (period and question mark) and correct
	capitalization of initial words and common proper nouns (e.g., personal names, months). <b>ELA2W1 The student begins to demonstrate competency in the writing process. The student</b> m. Uses nouns (singular, plural, and possessive) correctly.
<i>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</i>	<b>ELA1W1 The student begins to understand the principles of writing. The student</b> e. Writes in complete sentences with correct subject-verb agreement. f. Uses nouns (singular and plural) correctly. <b>ELA1LSV1 The student uses oral and visual strategies to communicate. The student</b> e. Communicates effectively when relating experiences and retelling stories read, heard, or viewed.
<i>d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</i>	<b>ELA1W1 The student begins to understand the principles of writing. The student</b> g. Begins to use personal pronouns (e.g., I, me, we, us) in place of nouns. h. Uses singular possessive pronouns. <b>ELA2W1 The student begins to demonstrate competency in the writing process. The student</b> n. Uses singular possessive pronouns. o. Uses singular and plural personal pronouns. <b>ELA6C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student</b> a. Identifies and uses the eight basic parts of speech and demonstrates that words can be different parts of speech within a sentence. ii. Identifies and uses pronouns – personal, possessive, interrogative, demonstrative, reflexive, and indefinite.