Correlation of

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to

College and Career Readiness Standards Level C

College and Career Readiness Standards for Adult Education, Level C	Great Writing 3, Student Edition Page References
READING STANDARDS	

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. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)4	
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.4.1)	7, 23, 35
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.5.1)	7, 23, 35
CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)	
Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2)	7, 23, 41
Determine a theme of a story, drama, or poem from details in the text; summarize the text. (RL.4.2)	This standard is not directly addressed in this edition of *Great Writing*.

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CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)	
Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (RI.4.3)	140
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. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)	
Determine the meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area. (RI.5.4)	6, 60, 71
Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (RL.5.4)	This standard is not directly addressed in this edition of *Great Writing*.

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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. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)	
Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (RI.4.5)	61, 64, 66
Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (RI.5.5)	This standard is not directly addressed in this edition of *Great Writing*.
CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)	
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI.5.6)	This standard is not directly addressed in this edition of *Great Writing*.
Describe how a narrator's or speaker's point of view influences how events are described. (RL.5.6)	The opportunity to address this standard exists. For example, see: 23, 35

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CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (Apply this standard to texts of appropriate complexity as outline by Standard 10.)	
Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (RI.4.7)	The opportunity to address this standard exists. For example, see: 66, 72, 94
Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (RI.5.7)	This standard is not directly addressed in this edition of *Great Writing*.
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. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)	
Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8)	This standard is not directly addressed in this edition of *Great Writing*.

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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. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)	
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9)	This standard is not directly addressed in this edition of *Great Writing*.

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Writing Standards	
CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented. (W.5.1)	This standard is not directly addressed in this edition of *Great Writing*.

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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.	
Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. (W.4.2)	a. 56, 79, 105 b. 56, 79, 105 c. 56, 118, 142 d. 56, 79 f. 56, 79, 105
CCR Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.	
Note: Students' narrative skills continue to grow in these levels as students work to incorporate narrative elements effectively into their arguments and informative/explanatory texts.	
CCR Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (W.5.4)	79-80, 104-107, 129-131

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CCR Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 at this level.) (W.5.5)	106, 130, 154
CCR Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (W.4.6)	106
CCR Anchor 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7)	The opportunity to address this standard exists. For example, see: *Additional Topics for Writing:* 30, 57, 107
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.	
Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (W.5.8)	The opportunity to address this standard exists. For example, see: *Additional Topics for Writing:* 30, 57, 107

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CCR Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)	
Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply Reading standards from this level to literature (e.g., "Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text"). b. Apply Reading standards from this level to informational text (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)"). (W.5.9)	This standard is not directly addressed in this edition of *Great Writing*.

SPEAKING AND LISTENING STANDARDS

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.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. (SL.5.1)	a. 99, 112 c. 34, 122 d. 12, 99, 112

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CCR Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.4.2) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2)	This standard is not directly addressed in this edition of *Great Writing*.
CCR Anchor 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	
Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (SL.5.3)	This standard is not directly addressed in this edition of *Great Writing*.
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.	
Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (SL.5.4)	This standard is not directly addressed in this edition of *Great Writing*.
CCR Anchor 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (SL.5.5)	This standard is not directly addressed in this edition of *Great Writing*.

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CCR Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See Language standards 1 and 3.) (SL.4.6)	38

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LANGUAGE STANDARDS	
CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
  b. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
  c. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses
  d. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
  e. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
  f. Use verb tense to convey various times, sequences, states, and conditions.
  g. Recognize and correct inappropriate shifts in verb tense.
  h. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
  i. Form and use prepositional phrases.
  j. Use correlative conjunctions (e.g., either/or, neither/nor).
  k. Produce complete sentences, recognizing and correcting inappropriate fragments, run-ons.
  l. Correctly use frequently confused words (e.g., to, too, two; there, their). (L.4.1 and 5.1 merge)
	a. 121, 160, 161
	
	b. 92
	
	c. 119
	
	d. 199
	
	e. 119
	
	f. 119, 120
	
	g. 45, 148
	
	h. 144
	
	i. 121
	
	j. 187, 190
	
	k. 166, 190-191

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CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use punctuation to separate items in a series. d. Use a comma to separate an introductory element from the rest of the sentence. e. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). f. Use underlining, quotation marks, or italics to indicate titles of works. g. Use a comma before a coordinating conjunction in a compound sentence. h. Spell grade-appropriate words correctly, consulting references as needed. (L.4.2 and 5.2 merge)	a. 187 b. 189 c. 187 d. 187 g. 187

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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	
Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion). d. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. e. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. (L.4.3 and 5.3 merge)	a. 107, 131 b. 187, 188 c. 38, 182, 199 d. 168, 171, 174

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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.	
Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, restatements, cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, autograph, photograph, photosynthesis). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (L.4.4 and 5.4 merge)	b. 74 c. 39, 75
CCR Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (L.5.5)	b. 38 c. 49, 73, 100

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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.	
Acquire and use accurately level-appropriate general academic and domain-specific words and phrases, including those that: • signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered). • are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). • signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.4.6 and 5.6 merge).	22, 41, 193