

Career and College Readiness Standards for Language (CCRS)

CCRS Anchor 1:		
<ul style="list-style-type: none"> • Demonstrate knowledge of English grammar. 		
<p style="text-align: center; margin: 0;">Sub-skills: Beginning (grades 2-4)</p> <ul style="list-style-type: none"> • Print letters. • Define and use nouns, pronouns, verbs, adjectives, adverbs and articles. • Use past, present and future verb tenses. • Use question words. • Demonstrate subject/verb agreement. • Demonstrate pronoun/antecedent agreement. • Use conjunctions. • Write simple and compound sentences. 	<p style="text-align: center; margin: 0;">Sub-skills: Intermediate (grades 4-8)</p> <ul style="list-style-type: none"> • Define conjunctions, prepositions and interjections. • Use relative pronouns and adverbs. • Use progressive and perfect verb tenses. • Use prepositional phrases. • Use correlative conjunctions. • Use comparative and superlative adjectives and adverbs. • Correct fragments and run-ons. • Use common homonyms correctly. • Differentiate among simple/compound/complex sentences. • Correct misplaced modifiers. 	<p style="text-align: center; margin: 0;">Sub-skills: Secondary (grades 9-12)</p> <ul style="list-style-type: none"> • Use parallel structure. • Use various types of phrases and clauses to add variety and interest to writing.

CCRS Anchor 2:

- Demonstrate knowledge of English capitalization, punctuation and spelling.

Sub-skills: Beginning (grades 2-4)	Sub-skills: Intermediate (grades 4-8)	Sub-skills: Secondary (grades 9-12)
<ul style="list-style-type: none">• Use capitalization.• Use end punctuation.• Use commas.• Use quotation marks.• Write letters for consonant and short-vowel sounds.• Use apostrophes.• Spell words phonetically.• Use conventional spelling.• Use reference materials.	<ul style="list-style-type: none">• Use commas to set off introductory elements and to separate coordinate adjectives.• Use parentheses and dashes.• Use underlining, quotation marks and italics.• Spell grade-appropriate words correctly.	<ul style="list-style-type: none">• Use a semicolon to link two or more closely related independent clauses.• Use a colon to introduce a list.• Spell grade appropriate words correctly.

CCRS Anchor 3:

- Choose language for context, meaning or style.

Sub-skills: Beginning (grades 2-4)	Sub-skills: Intermediate (grades 4-8)	Sub-skills: Secondary (grades 9-12)
<ul style="list-style-type: none">• Choose words and phrases for effectiveness.• Recognize differences between spoken and written English.	<ul style="list-style-type: none">• Choose words and phrases to convey ideas precisely.• Differentiate between formal and informal conversation.• Modify sentences for meaning, interest and style.• Compare/contrast the English used in stories, dramas or poems.• Recognize and eliminate wordiness.	<ul style="list-style-type: none">• Refine intermediate skills.

CCRS Anchor 4:		
<ul style="list-style-type: none"> • Use context clues and references to define words and phrases. 		
<p style="text-align: center;">Sub-skills: Beginning (grades 2-4)</p> <ul style="list-style-type: none"> • Use sentence level context clues. • Use affix clues. • Identify root words. • Define compound words. • Use print/digital glossaries and beginning dictionaries. 	<p style="text-align: center;">Sub-skills: Intermediate (grades 4-8)</p> <ul style="list-style-type: none"> • Use paragraph level context clues. • Use Greek and Latin roots and affixes. • Use reference materials for precise meaning or parts of speech. 	<p style="text-align: center;">Sub-skills: Secondary (grades 9-12)</p> <ul style="list-style-type: none"> • Use text level context clues. • Use patterns of word changes for different meanings/parts of speech. • Use specialized reference materials.

CCRS Anchor 5:		
<ul style="list-style-type: none"> • Demonstrate understanding of word relationships and figurative language. 		
<p style="text-align: center;">Sub-skills: Beginning (grades 2-4)</p> <ul style="list-style-type: none"> • Sort and define words by category. • Distinguish intensity differences among verbs and adjectives. • Distinguish between literal and non-literal meanings. 	<p style="text-align: center;">Sub-skills: Intermediate (grades 4-8)</p> <ul style="list-style-type: none"> • Explain the meaning of common idioms, adages and proverbs. • Identify synonyms, antonyms and homographs. • Identify similes and metaphors. 	<p style="text-align: center;">Sub-skills: Secondary (grades 9-12)</p> <ul style="list-style-type: none"> • Extend and refine intermediate skills.

CCRS Anchor 6:		
<ul style="list-style-type: none"> • Demonstrate independence in acquiring vocabulary knowledge. 		
<p style="text-align: center;">Sub-skills: Beginning (grades 2-4)</p> <ul style="list-style-type: none"> • Acquire and use words and phrases through conversation and reading. • Use frequently occurring conjunctions. • Use adjectives and adverbs to describe. • Use level appropriate words. 	<p style="text-align: center;">Sub-skills: Intermediate (grades 4-8)</p> <ul style="list-style-type: none"> • Use words that signal precise actions, emotions or states of being. • Use subject specific words. • Use words that signal relationships and sequences. • Acquire vocabulary critical for comprehension. 	<p style="text-align: center;">Sub-skills: Secondary (grades 9-12)</p> <ul style="list-style-type: none"> • Know and use vocabulary necessary for reading, writing, speaking and listening at the career and college readiness level.