

## CONNECTIONS BETWEEN STANDARDS

### Deliberate ELA/Literacy Redundancies and Repetition of Similar Content

In some cases, the Common Core State Standards (CCSS) repeat the very same skill level to level with little or no variation in wording or demand. Literacy skills by their nature are recursive; therefore, certain skills need to be covered at both lower and higher levels of learning, but applied to increasingly sophisticated contexts. So, for example, students are asked by the CCSS to determine the theme or central idea of a text, summarize a text, determine the meaning of words in context, and produce clear and coherent writing in several levels of learning as applied to more challenging texts.

In other instances, content is repeated in more than one CCSS domain to underscore its importance. For example, standards focused on academic vocabulary exist in both the Reading (Standard 4) and Language domains (Standards 4–6) because of its central role in comprehending complex text. Likewise, the analysis and integration of information from media exist in both the Reading domain (Standard 7) and Speaking and Listening domain (Standards 2 and 5) to reflect the fact that students must be able to adapt quickly to new media and technology. Lastly, argument is covered in several domains: Reading (Standard 8), Writing (Standard 1), and Speaking and Listening (Standard 3).

In addition, while the standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard is not meant to be a separate focus for instruction and assessment. In fact, content in one CCSS domain is sometimes explicitly referenced in another domain because the standards are meant to work together. Prime examples of these kinds of built-in connections and intentional redundancies include Writing Standard 9 and Reading Standard 1, which both refer to drawing evidence from texts, as well as Writing Standard 4 and Speaking and Listening Standard 6, which both mention Language Standards 1–3 (students' use of standard English). The following chart illustrates some of these connections and deliberate redundancies.

<b>Connections Between and Among the Standards from the Domains of Reading, Writing, Speaking and Listening, and Language</b>	
<p><b>Reading Anchor 1</b> 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.</p>	<p><b>Writing Anchor 9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Speaking and Listening Anchor 1</b> 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.</p>
<p><b>Reading Anchor 4</b> 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.</p>	<p><b>Language Anchor 4</b> 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.</p> <p><b>Language Anchor 6</b> 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.</p>
<p><b>Reading Anchor 6</b> Assess how point of view or purpose shapes the content and style of a text.</p>	<p><b>Speaking and Listening Anchor 3</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>
<p><b>Reading Anchor 7</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>	<p><b>Speaking and Listening Anchor 2</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p><b>Reading Anchor 8</b> 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</p>	<p><b>Writing Anchor 1</b> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p><b>Speaking and Listening Anchor 3</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>

<b>Connections Between and Among the Standards from the Domains of Reading, Writing, Speaking and Listening, and Language</b>	
<p><b>Writing Anchor 4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><b>Language Anchor 1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>Language Anchor 2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>Speaking and Listening Anchor 6</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
<p><b>Writing Anchor 6</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p><b>Speaking and Listening Anchor 5</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>
<p><b>Writing Anchor 7</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p><b>Speaking and Listening Anchor 1</b> 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.</p>