

College and Career Readiness Performance Expectations Crosswalk
Common Core State Standards College and Career Readiness Anchor Standards-
Virginia College and Career Readiness Performance Expectations

<p style="text-align: center;">Common Core State Standards College and Career Readiness Anchor Standards Reading</p>	<p style="text-align: center;">Virginia College and Career Readiness Performance Expectations</p>
<p>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.</p>	<p>Draw conclusions and make inferences on explicit and implied information using textual support. (SOL 12.5f) (#17)* <i>*Indicates the ordinal number of the performance expectation.</i></p> <p>Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias. (SOL 11.8e) (#18)</p>
<p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>Identify author’s main idea and purpose. (SOL 9.4a) (#9)</p> <p>Summarize text relating supporting details. (SOL 9.4b) (#10)</p>
<p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme. (SOL 9.4e) (#14)</p>
<p>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.</p>	<p>Apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. (SOL 12.3) (#2)</p> <p>Evaluate how an author’s specific word choices, syntax, tone, and voice shape the intended meaning of the text, achieve specific effects and support the author’s purpose. (SOL 10.4h) (#19)</p> <p>Discriminate between connotative and denotative meanings and interpret the connotation. (SOL 12.3c) (#4)</p>

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<p>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.</p>	<p>Use reading strategies throughout the reading process to monitor comprehension.* (SOL 10.5h) (#8)</p> <p><i>*Common Core Anchor Standard 5 represents <u>one of several</u> reading strategies that should be mastered and applied by the college and career ready student. Additional reading strategies are described in the SOL Curriculum Framework for standard 10.5.</i></p>
<p>6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>Explain the influence of historical context on the form, style, and point of view of a written work. (SOL 9.4i) (#15)</p>
<p>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>	<p>Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion. (SOL 11.2c) (#20)</p> <p>Determine the author’s purpose and intended effect on the audience for media messages. (SOL 11.2d) (#47)</p> <p>Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams. (SOL 10.5e) (#12)</p>
<p>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.</p>	<p>Evaluate how an author’s specific word choices, syntax, tone, and voice shape the intended meaning of the text, achieve specific effects and support the author’s purpose. (SOL 10.4h) ((#19)</p> <p>Critically evaluate the accuracy, quality, and validity of the information. (SOL 12.8c) (21)</p>

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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.	Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions. (SOL 12.5c) (#16)
10. Read and comprehend complex literary and informational texts independently and proficiently.	Read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama. (SOL 9.4) (#13) Read and analyze a variety of nonfiction texts. (SOL 12.5) (#7)

Common Core State Standards College and Career Readiness Anchor Standards Writing	Virginia College and Career Readiness Performance Expectations
<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions. (SOL 11.6b) (#27)</p> <p>Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately. (SOL 11.6d) (#24)</p>
<p>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.</p>	<p>Write clear and varied sentences, clarifying ideas with precise and relevant evidence. (SOL 10.6d) (#22)</p> <p>Arrange paragraphs into a logical progression. (SOL 9.6f) (#23)</p> <p>Develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis. (SOL 10.6) (#31)</p> <p>Synthesize information to support the thesis and present information in a logical manner. (SOL 12.8d) (#29)</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>Develop narrative, expository, and persuasive writings for a variety of audiences and purposes. (SOL 9.6) (#30)</p>
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose. (SOL 10.6a) (#26)</p>

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<p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>Self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. (SOL 11.7) (#35)</p> <p>Revise writing for clarity of content, depth of information and technique of presentation. (SOL 12.6g) (#34)</p>
<p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>Use computer technology to plan, draft, revise, edit, and publish writing. (SOL 12.6h) (#37)</p>
<p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>Analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. (SOL 11.8) (#28)</p>
<p>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.</p>	<p>Critically evaluate the accuracy, quality, and validity of the information. (SOL 12.8c) (#21)</p> <p>Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). (SOL 12.8e) (#38)</p> <p>Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information. (SOL 12.8h) (#39)</p>

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<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.* (CCSS-Writing 9) (#25)</p> <p><i>*This performance expectation is addressed directly and holistically in the Virginia English Standards of Learning Curriculum Framework 12.6 and 12.8.</i></p>
<p>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.</p>	<p>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.* (CCSS-Writing 10) (#32)</p> <p><i>*This performance expectation is fully elaborated as a strategy in the Virginia English Standards of Learning Curriculum Framework, 12.6, which states, “Students should have practice writing for shorter time frames as well as extended time frames.” Purpose and audience are fully addressed in other writing performance expectations including 12.7 and 10.6.</i></p>

Common Core State Standards College and Career Readiness Anchor Standards Speaking and Listening	Virginia College and Career Readiness Performance Expectations
<p>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.</p>	<p>Participate in, collaborate in, and report on small-group learning activities. (SOL 10.1) (#49)</p> <p>Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. (SOL 10.1f) (#50)</p> <p>Demonstrate the ability to work effectively with diverse teams to accomplish a common goal. (SOL 10.1e) (#51)</p>
<p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Analyze, produce, and examine similarities and differences between visual and verbal media messages. (SOL 10.2) (#46)</p>
<p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>Analyze and interpret other's presentations. (SOL 10.1j) (#48)</p> <p>Monitor listening and use a variety of active listening strategies to make evaluations. (SOL 11.1f) (#45)</p>
<p>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.</p>	<p>Present evidence clearly and convincingly. (SOL 11.1b) (#42)</p> <p>Use details, illustrations, statistics, comparisons, and analogies to support the presentation. (SOL 12.1c) (#41) <i>(In addition, see expectations 12.1d and 12.1e below)</i></p>
<p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>Use media, visual literacy, and technology skills to create and support the presentation. (SOL 12.1d) (#43)</p>

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6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose. (SOL 12.1e) (#40)

<p align="center">Common Core State Standards College and Career Readiness Anchor Standards Language</p>	<p align="center">Virginia College and Career Readiness Performance Expectations</p>
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose. (SOL12.1e) (#40)</p> <p>Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education. (SOL 11.6h) (#33)</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization. (SOL 12.7) (#36)</p> <p>Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education. (SOL 11.6h) (#33)</p>
<p>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.</p>	<p>Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts. (SOL 12.3f) (#11)</p> <p>Use a variety of listening strategies to analyze relationships among purpose, audience, and content of presentations. (SOL 12.1h) (#44)</p>

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<p>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.</p>	<p>Use context, structure, and connotations to determine meanings of words and phrases. (SOL 12.3b) (#5)</p> <p>Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words. (SOL12.3a) (#1)</p> <p>Discriminate between connotative and denotative meanings and interpret the connotation. (SOL 12.3c) (#4)</p>
<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>Demonstrate understanding of word relationships and nuances in word meanings.* (CCSS-Language 5) (#3)</p> <p>Evaluate how an author’s specific word choices, syntax, tone, and voice shape the intended meaning of the text, achieve specific effects and support the author’s purpose. (SOL 10.4h) (#19)</p> <p><i>*This is described in similar terms and elaborated in the Virginia English Standards of Learning Curriculum Framework, 12.3, which states, “Recognize that words have nuances of meaning and that understanding the connotation may be necessary to determine the appropriate meaning.”</i></p>
<p>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.</p>	<p>Expand general and specialized vocabulary through speaking, reading, and writing. (SOL 12.3e) (#6)</p>