







Anchor Standards* for Literacy Learning

The “Anchor Standards for Literacy Learning” were added by the Kansas Department of Education (KSDE) as part of the KS 15% for English Language Arts**. The purpose of the Kansas 15% is to emphasize concepts and teaching philosophies that are important in Kansas. Although most of the concepts included within these standards are mentioned in the Common Core State Standards (CCSS), KSDE wanted to highlight the importance of each one.

The “Anchor Standards for Literacy Learning” underscore the idea that comprehensive literacy instruction should occur both across the curriculum and within each discipline and that *all educators* share responsibility for the literacy learning of all students. Comprehensive literacy instruction should address skills in reading, writing, thinking, listening, and speaking and should be approached in a cohesive and integrated fashion rather than as discrete skills taught in isolation.


(*Standards noted with a  are part of the KS 15% for English Language Arts)



College and Career Readiness Anchor Standards for Literacy Learning		
Literacy Learning	 1	Engage in literacy learning through a collaborative and community effort and in an integrated fashion, rather than as discrete skills in isolation.
	 2	Use meta-cognitive strategies to monitor literacy learning progress.
	 3	Engage the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) at all grade levels based on individual student needs.
	 4	Engage a strategic and coherent focus on literacy learning across all content areas with shared literacy responsibility from all Kansas educators.
	 5	Develop the literacy skills presented throughout these standards in both academic and career/technical education contexts.

**Four other anchor standards were added by the Kansas Department of Education as part of the KS 15% for English Language Arts. They are noted in the “Anchor Standards for Reading” and “Anchor Standards for Writing” sections below.

Anchor Standards* for Reading

According to the CCSS document, the “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.”

(*Standards noted with a  are part of the KS 15% for English Language Arts)


College and Career Readiness Anchor Standards for Reading		
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.
	 11	Encounter a diverse range of engaging and culturally sensitive text and media that motivate the desire to be literate.
	 12	Read—both independently and collaboratively—print, non-print, and multi-modal works proficiently and critically to be media literate.



* 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.

Note: See page 10 of the CCSS document for the “Note on range and content of student reading” for grades K-5. See page 35 of the CCSS document for the “Note on range and content of student reading” for grades 6-12.

Anchor Standards* for Writing

According to the CCSS document, the “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.”

(*Standards noted with a  are part of the KS 15% for English Language Arts)

College and Career Readiness Anchor Standards for Writing		
Text Types and Purposes*	1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	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.
	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
	 11	Create—both independently and collaboratively—technical, non-print, digital, and multi-modal versions of text types and purposes outlined in standards 1, 2, and 3.
Production and Distribution of Writing	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	 12	Strengthen writing craft—both independently and collaboratively—through a recursive writing and revision process and the use of the common vocabulary of the 6-Trait model.
	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
	6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Research to Build and Present Knowledge	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
	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.
	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing	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.

*These broad types of writing include many subgenres. See Appendix A [of the full CCSS document] for definitions of key writing types.

Note: See page 18 of the CCSS document for the “Note on range and content of student writing” for grades K-5. See page 41 of the CCSS document for the “Note on range and content of student writing” for grades 6-12.



Anchor Standards for Speaking and Listening

According to the CCSS document, the “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.”

College and Career Readiness Anchor Standards for Speaking and Listening		
Comprehension and Collaboration	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.
	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
	3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
Presentation of Knowledge and Ideas	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.
	5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
	6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note: See page 22 of the CCSS document for the “Note on range and content of student speaking and listening” for grades K-5. See page 48 of the CCSS document for the “Note on range and content of student speaking and listening” for grades 6-12.

Anchor Standards for Language

According to the CCSS document, the “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.”

College and Career Readiness Anchor Standards for Language		
Conventions of Standard English	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language	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.
Vocabulary Acquisition and Use	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.
	5	Demonstrate understanding of word relationships and nuances in word meanings.
	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.

Note: See page 25 of the CCSS document for the “Note on range and content of student language use” for grades K-5. See page 51 of the CCSS document for the “Note on range and content of student language use” for grades 6-12.