**A Cross-walk Table of Comparisons between the CA Department of Education Common Core State Standards (2012) and ICAS’**

***Academic Literacy: A Statement of Competencies Expected of Students Entering California’s Public Colleges and Universities* (2002)**

N.B. Parenthetical page numbers in the right hand column refer to pagination of the ICAS document and the longer explication where the concept is discussed; C-xx indicates a concept that rises to the level of an expected competency listed in Part II, and on that particular page. Italics represent my comments.

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| **California’s Common Core State Standards**  **for English Language Arts,**  **Literacy in History/Social Studies,**  **Science, and Technical Subjects (March 2012)** | **Academic Literacy:**  **A Statement of Competencies Expected of Students Entering California’s Public Colleges and Universities**  **(Spring 2002)** |
| **READING Standards for Literature**: The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *NB. Errors in text or publication were retained from the original source.* | *ICAS study “assumes [students’] familiarity with literature and does not specify additional expectations beyond those articulated in other standards” (18]. Some elements below, though clearly focused on literature, transfer broadly to the kinds of reading college and university faculty require of students and are repeated and amplified in the next section. Our early advice was this: “*Students can expect varied reading assignments: news articles, essays, booklength works, research articles, and textbooks. Faculty respondents concur with the [California Educational Roundtable] CERT standards which, unlike the California Language Arts Standards, call for students’ comprehension of “academic and workplace texts” (18). |
| 1. Cite strong and thorough textual evidence to support analysis of what the text says   explicitly as well as inferences drawn from the text, including determining where the  text leaves matters uncertain. | “Students must be prepared to analyze information or arguments based on their reading” (17); “analyze information and argument” C- 39; “Students will be expected to postpone judgment and tolerate ambiguity” C-38; |
| 1. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. | Students will be expected to synthesize multiple ideas into a theory C-38;  Students will be expected to demonstrate these features of writing: critically analyze or evaluate the ideas or arguments of others C-41;  Students are expected to summarize information; to make connections to related topics or information C-39 |
| 1. Analyze the impact of the author’s choices regarding how to develop and relate elements   of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/  archetypes are introduced and developed). | NA as directed at literature specifically. “Thus, many of the higher-order reading skills (evaluation, synthesis and analysis, discerning an author’s purpose, assessing the quality of an argument; relating an argument to issues beyond the author’s scope, comparing an author’s claim to others’ claims and to one’s experience are presumed to have been taught and reinforced frequently in K-12.” (20) |
| 1. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (See grades 11-12 Language standards 4-6 on page 32 for additional expectations | Reading for literal comprehension and retention (17);  Decipher meaning of vocabulary from context (16), C-39;  Infer meaning from context [as it applies to listening] C-41  Faculty note the importance of students’ facility with the following language conventions: using vocabulary appropriate to college-level work and the discipline (88%); using correct grammar and punctuation (86%); spelling accurately (75%). (22) |
| 1. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. | NA as directed at literature specifically  Critically analyze the ideas or arguments of others (22, 25); C-41 |
| 1. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). | “Students will be expected to postpone judgment and tolerate ambiguity” C-38;  Identify the evidence which supports, confutes, or contradicts a thesis C-40; |
| 1. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production   of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) | NA as directed at literature specifically  Students will be expected to synthesize multiple ideas into a theory C-38; |
| 1. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. | NA as directed at literature specifically |
| 1. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.   By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band [sic] independently and proficiently. | NA as directed at literature specifically  *[Independent reading of a wide variety of texts and independent research is encouraged throughout the document, esp. 4 and 14-20]* |
| **READING STANDARDS FOR INFORMATIONAL TEXTS**: CCCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity. | *The ICAS Standards are much more specific and inclusive in the scope of reading, anticipating students would read a broad range of non-fictional (not merely “informational”) texts beyond the few examples from history noted in CCSS and tangential references to other disciplines.* |
| 1. Cite strong and thorough textual evidence to support analysis of what the text says   explicitly as well as inferences drawn from the text, including determining where the  text leaves matters uncertain. | Identify key ideas that attempt to prove the thesis (16); “Students must be prepared to analyze information or arguments based on their reading” (17); “analyze information and argument” C- 39; “Students will be expected to postpone judgment and tolerate ambiguity” C-38;  [All high school teachers] should remind students “how” to read for comprehension; how to find the position of the author; how to check his/her credentials; how to embrace many ideas in one’s head; how to connect to prior knowledge as they read; how to question the text; how to predict where the author might go; how to identify appropriate evidence for the argument posed; how to keep track of the sequence of points used in the development of a single argument; how to reduce a complicated discussion to a simple statement; how to mark a text; how to take notes; and how to identify a hierarchy of information or evidence (46). |
| 1. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. | Understand separate ideas and then be able to see how these ideas form a whole (16); read for depth of understanding (17). Students will be expected to synthesize multiple ideas into a theory C-38; Students will be expected to demonstrate these features of writing: critically analyze or evaluate the ideas or arguments of others C-41;  Summarize ideas and/or information contained in a text (22); Students are expected to summarize information; to make connections to related topics or information C-39; give brief summaries of readings (16); Students are expected to summarize information C-39; |
| 1. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. | Critically analyze or evaluate the ideas or arguments of others (22, 25), C-41  *[Note: the concept of individuals developing over the course of a text is a concept of literary analysis that may be less relevant to**Literacy in History/Social Studies,*  *Science, and Technical Subjects]* |
| 1. Determine the meaning of words and phrases as they are used in a text, including figurative,   connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).(See grades 11-12 Language standards 4-6 on page 32 for additional expectations.) | Decipher meaning of vocabulary from context (16), C-39;  Infer meaning from context [as it applies to listening] C-41 |
| 1. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.   a. Analyze the use of text features (e.g., graphics, headers, captions) in public document | “Students must be prepared to analyze information or arguments based on their reading” (17); Critically analyze or evaluate the ideas or arguments of others (22, 25), C-41. Predict the intention of the author from extra-textual cues (16); |
| 1. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly   effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. | Critically analyze or evaluate the ideas or arguments of others (22, 25), C-41;  anticipate the direction of the argument or narrative (16)  *[Note: the concepts of style and beauty may be more appropriate to literary analysis than to**Literacy in History/Social Studies, Science, and Technical Subjects]* |
| 1. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. | Synthesize information in discussion and written assignments (16);  “two most frequently assigned writing tasks: analyzing information or  arguments and synthesizing information from several sources” (4); synthesize information from several sources (16, 22); |
| 1. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of   constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *TheFederalist*, presidential addresses). | *[Note: The following apply to most seminal texts, including “history/social studies, science, and technology,” and beyond those noted in by the CCSS standards.]* “Students must be prepared to analyze information or arguments based on their reading” (17); Critically analyze or evaluate the ideas or arguments of others (22, 25), C-41. identify appeals made to the readers’ emotion [pathos] and logic [logos], and on the basis of the author’s self-presentation [ethos] (17). “Students should be aware of the various logical, emotional, and personal appeals used in argument” (13).  Respect facts and information in situations where feelings and intuitions often  prevail C-39; |
| 1. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of   historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features. | NA as limited to only these documents, nor would “themes . . .and rhetorical features” be particularly relevant to many disciplines. More generally, “Students must be prepared to analyze information or arguments based on their reading” (17); Critically analyze or evaluate the ideas or arguments of others (22, 25), C-41. |
| 1. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text   complexity band proficiently, with scaffolding as needed at the high end of the range.  By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently. | Faculty assign a variety of texts, and they assume that students have the  reading abilities to complete these assignments (19). Students will be expected to read a variety of texts, including news articles, textbooks, essays, research of others, Internet resources, C-39; |
| WRITING STANDARDS 6-12  The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades*. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C. The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity. | *The ICAS standards address writing across the curriculum, based on the survey results and our broad, cumulative and theory-based experiences. The level of detail in the CCSS standards, the later reference to “literary non-fiction,” and the continued omission of specific references to “Science and Technical Subjects” suggest that the authors themselves may be unfamiliar with such works in the classrooms of post-secondary institutions.* |
| 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.  b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.  c. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).  d. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  f. Provide a concluding statement or section that follows from and supports the argument presented. | *[The following competency statement contains all elements 1-a-f in the CCSS standard.]*  “Students will be expected to demonstrate these features of writing: Arrangement (develop thesis convincingly with well-chosen examples, reasons and logic; organize information; structure writing so that it is clearly organized, logically developed, and coherent; moves beyond formulaic patterns [to examine] topic and issues; use revision techniques to improve focus, support, organization)” C-40; |
| 2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.  c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.  e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). | Students should be aware of the various logical, emotional, and personal appeals used in argument; additionally, they need skills enabling them to define, summarize, detail, explain, evaluate, compare/contrast, and analyze. Students should also have a fundamental understanding of audience, tone, language usage, and rhetorical strategies to navigate appropriately in various disciplines (13).  *[The following competency statement also contains all structural elements 2-a-f in the CCSS standard.]*  “Students will be expected to demonstrate these features of writing: Arrangement (develop thesis convincingly with well-chosen examples, reasons and logic; organize information; structure writing so that it is clearly organized, logically developed, and coherent; moves beyond formulaic patterns [to examine] topic and issues; use revision techniques to improve focus, support, organization)” C-40;  *Note: The CCSS standard refers to domain-specific vocabulary in a possible but oblique reference to texts in “science and technical subjects,” but then mentions “metaphor, simile, and analogy” as examples—far less likely--of such vocabulary in such documents. Here, as elsewhere, the emphasis appears literary rather than genuinely cross-curricular in its thrust.* |
| 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.  b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).  d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.  e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | Composition faculty and disciplinary faculty generally agree that students are best prepared to write personal essays, informal responses, short answer essay questions, and brief summaries of readings (23).  *However, as the survey revealed, personal essays are the writing tasks least frequently assigned by college faculty (see Illustration 3, p. 23).*  In the last two years of high school, students need to be given instruction  in writing in *every* course and to be assigned writing tasks that . . . require them to generate ideas for writing by using texts in addition to past experience or observations (5).  Informal responses, summaries, and personal experience essays, especially  if they lack strong analytical components, do not alone adequately prepare  students for assignments they will encounter in college. . . . In order to provide students practice in writing prose that is clear, accurate, and compelling—prose expected of college writers— teachers must require that students augment personal experiences with examples from outside information and knowledge, much of it culled from their reading (47-8). |
| 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.) | Students should also have a fundamental understanding of audience, tone, language usage, and rhetorical strategies to navigate appropriately in various disciplines (13).  College and university faculty also expect students to . . . 4be aware that rhetorics of argumentation and interrogation are calibrated to disciplines, purposes, and audiences (14), C-38  Students need to understand how audience and purpose shape writing, even  in as informal a forum as e-mail (33).  If they are taught to formulate those responses into a cogent hypothesis and to organize their development of that hypothesis with precision, to consider audience and choose language appropriate to it, to evaluate and marshal evidence, to refute the opposition, and to conclude with a purpose in mind, they will be well-prepared to use these critical skills for further study. What seems clearly essential is a renewed emphasis on the intimate connections between thinking and reading and writing (45). |
| 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 32.) | Although composition instruction once focused primarily on the *products* that students generated and emphasized sentence-level correctness, instruction now guides students through the composing *process* and emphasizes the connection between writing and thinking. As a result, today’s students are more likely to be taught the importance of audience and purpose in shaping a piece of writing, strategies for generating ideas during pre-writing, and techniques for revising and editing as essential parts of the composing process (20).  Students must . . . use varied sentence structures, choose appropriate vocabulary for an academic audience, and produce finished, edited papers that follow standard English conventions of grammar, capitalization, punctuation, and spelling and that are relatively free of error (22). |
| 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. | *Note: While #6 and #8 is the only CCSS mentions of students use of technology, ICAS Standards includes an entire chapter, and a lengthy list of expected competencies and desirable competencies (C-42), and strategies for implementation (51).*  Students should be able to . . .   * use search engines effectively * evaluate the authenticity of the Website, the credibility of the author, and the validity of material found on the Web * know how to cite Internet sources * know what constitutes plagiarism and how to avoid it when using the Internet.   Other competencies, while not essential, will enable a student to perform well in college. The following are considered desirable competencies: . . .   * use visual aids or applications-based visual programs (such as PowerPoint) to present original work or research or support the content of an oral report (32).   College faculty . . . expect students to embrace the value of research to explore new ideas through reading and writing (14, and Illustration 2, p. 19).  [W]hile many entering students are familiar with some technological elements (notably e-mail and Web browsing), few demonstrate the crucial ability to evaluate online resources critically. Students need to form questioning habits when they are reading, and this is especially true of the material found on the Internet (33).  [W]hile it is no longer cutting-edge, and while technology is not in itself critical thinking or writing or research, it is a means to critical thinking and writing and  research that is engaging and important. Therefore, in keeping with the idea that we need to be teaching students how to learn, technological skills and students’ critical appraisal of them should also be taught across the curriculum (51). |
| 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | In the last two years of high school, students need to be given instruction  in writing in *every* course and to be assigned writing tasks that demand analysis, synthesis, and research (5)  Retain information while seeking answers to self-generated questions (C-40) |
| 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes. | These data indicate that college writing assignments frequently require  analysis, synthesis, and, notably, research. Students therefore need to  understand what constitutes plagiarism, what is common knowledge, when  to use quotations, when to paraphrase, and how to cite works appropriately.  Students unprepared for such tasks will be at a disadvantage when they enter  College (25).  Students should be able to . . .   * use search engines effectively * evaluate the authenticity of the Website, the credibility of the author, and the validity of material found on the Web * know how to cite Internet sources * know what constitutes plagiarism and how to avoid it when using the Internet. (32)   Students should be able to look for clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness when they evaluate sources (33).  Students entering colleges and universities will be expected to . . . sustain and support arguments with evidence [and] embrace the value of research to explore new ideas through reading and writing (C-38). |
| 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.  a. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge ofeighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).  b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses]”). | *Note: “Literary non-fiction” has a very narrow and precise meaning that would not necessarily apply to the much broader range of reading ICAS has recommended that students encounter during high school. Scientific and technological reading seems to have dropped entirely from the CCSS standards at this point.*  Students, like the writers whose works they read, should articulate a  clear thesis and should identify, evaluate, and use evidence to support  or challenge that thesis while being attentive to diction, syntax, and  organization (3, 15).  If high school students are encouraged to generate critical responses to what  they read, see, and hear, and to develop a healthy skepticism toward their world  and the texts through which they read it daily, they will not be overwhelmed  by college assignments. If they are taught to formulate those responses into  a cogent hypothesis and to organize their development of that hypothesis  with precision, to consider audience and choose language appropriate to it,  to evaluate and marshal evidence, to refute the opposition, and to conclude  with a purpose in mind, they will be well-prepared to use these critical skills  for further study (45) |
| 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. | Faculty expect students to reexamine their thesis, to consider and reconsider additional points or arguments, to reshape and reconstruct as they compose, and to submit carefully revised and edited work (4).  [R] equire students to revise to improve focus, support, and organization,  and to edit or proofread to eliminate errors in grammar, mechanics, and spelling (5).  Writing [is] a recursive process: Faculty recognize that writing is a complex  process that involves a series of activities: invention (pre-writing or planning), drafting, revision, and editing. However, these activities are recursive, not linear. That is, writers return to these activities repeatedly during composing  rather than move through them in discrete stages. Consequently, faculty expect students to reexamine their thesis, to consider and reconsider additional points or arguments, and to reshape and reconstruct as they compose. Such recursive  work, however, usually occurs outside of class, and faculty expect students to  submit carefully revised and edited work. Students who, by the end of their  secondary schooling, have internalized this process of composing will be well  prepared for college writing assignments (20. )  Tasks Asssigned in College: synthesizing information or arguments, analyzing information, brief summaries, short answer responses, discover new ideas, factual descriptions, narrate events or report facts, summarize ideas/information contained in text; critically analyze ideas or arguments of others, generate research reports, write expository or argumentative essays (24, and Illustration 3, p. 13).  [Assigning] a wide variety of assignments that require students over time to review, to reconsider, to reformulate and reorder, to revise genuinely rather than make small editorial changes, will help students understand that writing is always and in all disciplines a recursive and not a linear process (49).  students need to write to discover and learn new ideas, generate ideas for  writing by using texts in addition to past experience or observations, revise to  improve focus, support, and organization, and edit or proofread to eliminate  errors in grammar, mechanics, and spelling (21. C-40) |
| SPEAKING AND LISTENING STANDARDS 6-12  The following standards for grades 6–12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades*. |  |
| 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners *on grades 11–12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.  a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.  c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.  d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. | Fulfill a range of roles in small group discussions (28).  Sustain and express intellectual curiosity; prepare and ask provocative questions; come to class prepared (14).  Participate in class discussions (C-41): ask questions for clarification; ask clearly framed articulated questions; ask how comments are related to the stream of ideas (28); respect principles as well as observations and experiences; compare and contrast own ideas with others’ ; sustain and support arguments with evidence; enjoy the exchange of ideas; gain attention appropriately; be attentive in class; exercise civility, withhold judgment, have patience. (17, C.-38).  Challenge own beliefs, manifest interest in and exhibit respect for others’ diverse views; postpone judgment and tolerate ambiguity; engage in intellectual discussions and the serious interrogation of diverse views (C-41). |
| 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. | Synthesize reading (C-39); identify digressions and illustrations; identify emotional appeals (C-41). |
| 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. | Employ transitional language to show how various ideas are related (C-41).  Identify nuances of meaning indicated by shifts in vocal inflection and non-verbal  cues, such as facial expressions or body language (C-42) |
| 4. Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation.  a. Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade.)  b. Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. (11th or 12th grade.) | *Note: The preparation of an oral presentation and the form it takes resembles the organization, reasoning, development, style and audience considerations noted above in the writing segment.*  Identify key ideas of speakers in lectures or discussion, identifying the evidence  which supports, confutes, or contradicts the thesis (C-41)  Identify appeals made to the readers’ emotion [pathos] and logic [logos],  and on the basis of the author’s self-presentation [ethos] (17). |
| 5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | Use visual aids or applications-based visual programs (such as PowerPoint) to present original work or research or support the content of an oral report (32). |
| 6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 32 for specific expectations.) | identify and use rhetorics of argumentation and interrogation in different  disciplines, for different purposes, and for diverse audiences (14, C-38)  Students must choose appropriate vocabulary for an  academic audience (22). |
| **LANGUAGE STANDARDS 6-12** [Grammar, Usage, Mechanics]  The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades*. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*). See the table on page 33 for a complete listing and Appendix A for an example of how these skills develop in sophistication. | *The ICAS document does not engage in the level of detail here; practitioners argue that grammar, usage, and mechanics are an indivisible element of effective presentation, either in oral or written presentations and hence are not called out separately.* |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.  b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s *Dictionary of English Usage, Garner’s Modern American Usage) as needed.* | Students, like the writers whose works they read, should articulate a clear thesis and should identify, evaluate, and use evidence to support or challenge that thesis while being attentive to diction, syntax, and organization (3, 15). |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Observe hyphenation conventions.  b. Spell correctly. | Students must . . . use varied sentence structures, choose appropriate vocabulary for an academic audience, and produce finished, edited papers that follow standard English conventions of grammar, capitalization, punctuation, and spelling and that are relatively free of error (22). *Note:* *The ICAS Standards did not address this issue at the level of detail, e.g., hyphenation).* |
| 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.  a. Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. |  |
| 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based *on grades 11–12 reading and content*, choosing flexibly from a range of strategies.  a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.  c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | Infer meaning of unfamiliar terms (C-41). *Note:* *The ICAS Standards did not address this issue at this level of detail.* |
| 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.  b. Analyze nuances in the meaning of words with similar denotations. | NA as more often applied just to literature. *Note: The ICAS Standards did not address this issue at this level of detail.* |
| 6. Acquire and use accurately general academic 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 considering a word or phrase important to comprehension or expression. | Full participation in intellectual discussions and debates depends upon clear speech and use of the vocabulary of the discipline (27). |
| The most relevant sections (those pertaining to Grades 11-12) were excised verbatim from the CDE standards found at <http://www.scoe.net/castandards/agenda/2010/ela_ccs_recommendations.pdf> | The ICAS Competency Document is in wide circulation and can be viewed at <http://www.asccc.org/sites/default/files/AcademicLiteracy.pdf> |