



**Adult  
Education**

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# READING CURRICULUM FRAMEWORK

Office of Adult Education  
Technical College System of Georgia

## Key Ideas and Details

CCR Anchor 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. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

Level-Specific Standard	Indicators: Knowledge <i>The learner should know...</i>	Benchmarks: Application <i>The learner will be able to...</i>	Sample Activity	Sample Assessment	Resources
Level A:	Key ideas and details in a text	Ask and answer questions using textual evidence			
Level B:	Key ideas and details in a text	Ask and answer <i>who, what, where, when, why</i> and <i>how</i> questions using textual evidence			
Level C:	How to infer and quote from a text	Infer meaning and use direct quotations using textual evidence			
Level D:	How to cite evidence	Point to specific evidence in resources to support analysis			
Level E:	How to cite evidence	Point to specific evidence in resources and its precise details to support analysis			

CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

Level-Specific Standard	Indicators: Knowledge <i>The learner should know...</i>	Benchmarks: Application <i>The learner will be able to...</i>	Sample Activity	Sample Assessment	Resources
Level A:	How to find the main idea	Locate the main idea and key details using textual evidence			
Level B:	How to identify key details	Explain how details support the main idea			
Level C:	How to summarize	Use main idea and supporting details to determine theme and summarize a text using textual evidence			
Level D:	How to summarize	Objectively summarize a text			
Level E:	How a text develops	Paraphrase and summarize a text's idea development			

CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

Level-Specific Standard	Indicators: Knowledge <i>The learner should know...</i>	Benchmarks: Application <i>The learner will be able to...</i>	Sample Activity	Sample Assessment	Resources
Level A:	How to connect ideas in a text	Make connections between different ideas and concepts using textual evidence			
Level B:	How to identify cause and effect	Identify cause and effect among ideas and events in a text			
Level C:	How to explain causes and effects	Use textual evidence to explain why something occurred			
Level D:	How to connect key ideas	Carefully examine connections between ideas and events in a process or event using textual evidence			
Level E:	How to analyze a sequence	Study textual evidence to determine details' effects on a long-term basis			

## Craft and Structure

CCR Anchor 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. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

Level-Specific Standard	Indicators: Knowledge <i>The learner should know...</i>	Benchmarks: Application <i>The learner will be able to...</i>	Sample Activity	Sample Assessment	Resources
Level A:	Strategies for decoding words	Ask and answer clarifying questions about new vocabulary			
Level B:	How to define unknown words	Use level-appropriate strategies to determine meaning			
Level C:	How to recognize common phrases	Determine meaning of given similes and metaphors			
Level D:	How word choice affects tone	Interpret figurative and connotative language and its tonal implications			
Level E:	How the use of tone affects a message	Discuss the impact of word choice on meaning and tone			

CCR Anchor 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. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

Level-Specific Standard	Indicators: Knowledge <i>The learner should know...</i>	Benchmarks: Application <i>The learner will be able to...</i>	Sample Activity	Sample Assessment	Resources
Level A:	How to use text features to find information	Use headings, icons, etc. to find key facts and information			
Level B:	How to use electronic search tools	Use keyword searches and other electronic page elements to locate information			
Level C:	How to identify text structures	Identify compare/contrast, chronological, cause/effect, and problem/solution text structures			
Level D:	How to analyze textual elements	Analyze how individual components (sentences, paragraphs) develop overall textual ideas.			
Level E:	How to identify key textual elements	Point out and discuss key textual elements that support an author's argument			

## Integration of Knowledge and Ideas

CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

Level-Specific Standard	Indicators: Knowledge <i>The learner should know...</i>	Benchmarks: Application <i>The learner will be able to...</i>	Sample Activity	Sample Assessment	Resources
Level A:	none	none	none		
Level B:	How to identify point of view	Differentiate between her own viewpoint from the author's			
Level C:	How to compare different points of view	Compare different accounts of the same occurrence, identifying corresponding points of view			
Level D:	How to infer point of view	Cite evidence for an author's response to opposing evidence and viewpoints			
Level E:	How rhetoric contributes to an author's purpose	Identify and interpret satire, sarcasm, irony as a means of reinforcing a point or purpose			

CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (Apply this standard to texts of appropriate complexity as outline by Standard 10.)

Level-Specific Standard	Indicators: Knowledge <i>The learner should know...</i>	Benchmarks: Application <i>The learner will be able to...</i>	Sample Activity	Sample Assessment	Resources
Level A:	How to interpret illustrations	Use maps, charts, and photographs to reinforce a text's main ideas			
Level B:	How to interpret illustrations	Explain how illustrative integration contributes to the understanding of a text			
Level C:	How to interpret visual, oral, and quantitative information	Explain how visual, oral, and quantitative information helps explain the text's ideas			
Level D:	How to integrate visual information	Use and interpret visual information to develop a coherent understanding of a topic			
Level E:	How to translate information into a visual format	Express textual information in a visual format (i.e., chart or table)			

CCR Anchor 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. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

Level-Specific Standard	Indicators: Knowledge <i>The learner should know...</i>	Benchmarks: Application <i>The learner will be able to...</i>	Sample Activity	Sample Assessment	Resources
Level A:	How to identify argument	Explain the reasons an author uses to support his argument			
Level B:	Why reasons support an argument	Explain how given reasons support an author's main point			
Level C:	How to draw connections between different ideas	Use specific textual evidence to support points in a text			
Level D:	How to determine validity of an argument	Evaluate an argument's evidential basis			
Level E:	How to identify false claims	Evaluate an argument's claims to look for false reasoning			

CCR Anchor 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. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

Level-Specific Standard	Indicators: Knowledge <i>The learner should know...</i>	Benchmarks: Application <i>The learner will be able to...</i>	Sample Activity	Sample Assessment	Resources
Level A:	How to find similarities and differences	Compare two texts on the same topic			
Level B:	How to find similarities and differences in key details	Compare the most important ideas in two texts on the same topic			
Level C:	How to find similarities and differences in key details	Use information from several sources on the same topic as research			
Level D:	How to identify conflicting viewpoints	Point out different viewpoints on the same topic in a variety of sources			
Level E:	Themes of various U.S. historical documents	Analyze U.S. historical documents' thematic basis			