



## APPENDIX 2

# Common Core College and Career Readiness Anchor Standards Addressed in *From Talking to Writing*

The tables that follow identify chapters and strategies in the book that correspond to Common Core College and Career Readiness (CCR) Anchor Standards for kindergarten through grade 12. To view the standards, see the web page “Anchor Standards” on the site *Common Core State Standards Initiative* at <http://www.corestandards.org/ELA-Literacy/CCRA/>, and click the link for the relevant set of CCR Anchor Standards.

## CCR Anchor Standards for Writing, K–12

STANDARD	SALIENT CHAPTER OF FROM TALKING TO WRITING
<b>TEXT TYPES AND PURPOSES</b>	
<p><b>1.</b> Write arguments to support claims in an analysis of substantive topics or text, using valid reasoning and relevant and sufficient evidence.</p>	<ul style="list-style-type: none"> <li>■ <b>CHAPTERS 2–3:</b> Strategies for eliciting salient topical and descriptive vocabulary</li> <li>■ <b>CHAPTER 4:</b> Methods for sentence patterning and sentence logic</li> <li>■ <b>CHAPTER 5:</b> Micro-discourse cohesion and detail elaboration strategies</li> <li>■ <b>CHAPTER 6:</b> Methods for teaching expository text structure to support expression of relevant and sufficient evidence</li> </ul>
<p><b>2.</b> 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>	<ul style="list-style-type: none"> <li>■ <b>CHAPTERS 2–3:</b> Methods for eliciting and enhancing topical and descriptive vocabulary strategies</li> <li>■ <b>CHAPTER 4:</b> Sentence patterning and sentence logic relevant to informative/explanatory texts</li> <li>■ <b>CHAPTER 6:</b> Expository text strategies</li> </ul>
<p><b>3.</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p>	<ul style="list-style-type: none"> <li>■ <b>CHAPTERS 2–3:</b> Methods for eliciting and enhancing topical and descriptive vocabulary strategies</li> <li>■ <b>CHAPTER 4:</b> Sentence patterning and sentence logic relevant to narratives</li> <li>■ <b>CHAPTER 5:</b> Strategies for detail elaboration, micro-discourse course cohesion, and application of those skills in a personal narrative</li> </ul>

See website *Common Core State Standards Initiative*, “English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Writing” at <http://www.corestandards.org/ELA-Literacy/CCRA/W/>.



<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>	
<p><b>4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> <li>■ <b>CHAPTER 6:</b> Expository text strategies and methods for helping students analyze writing prompts</li> </ul>
<p><b>5.</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<ul style="list-style-type: none"> <li>■ <b>CHAPTER 4:</b> Sentence monitoring exercises</li> <li>■ <b>CHAPTER 5:</b> Personal narrative, and micro-discourse and detail elaboration strategies</li> <li>■ <b>CHAPTER 6:</b> Expository text strategies</li> </ul>

CCR Anchor Standards for Language, K–12

<b>STANDARD</b>	<b>SALIENT CHAPTER</b>
<b>CONVENTIONS OF STANDARD ENGLISH</b>	
<p><b>1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> <li>■ <b>CHAPTER 4:</b> Methods for teaching sentence patterning and sentence logic, as well as monitoring for spoken and written sentence patterns</li> </ul>
<p><b>2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<ul style="list-style-type: none"> <li>■ <b>CHAPTERS 2–3:</b> Salient topical and descriptive vocabulary strategies and transitional phonetic spelling methods</li> <li>■ <b>CHAPTER 4:</b> Spoken and written sentence patterning to support development of punctuation skills</li> </ul>
<b>KNOWLEDGE OF LANGUAGE</b>	
<p><b>3.</b> 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>	<ul style="list-style-type: none"> <li>■ <b>CHAPTERS 2–3:</b> Techniques for aiding retrieval of salient topical and descriptive vocabulary strategies</li> <li>■ <b>CHAPTER 4:</b> Sentence logic</li> <li>■ <b>CHAPTER 5:</b> Personal narrative, and micro-discourse and detail elaboration strategies</li> <li>■ <b>CHAPTER 6:</b> Expository text logic and strategies</li> </ul>
<b>VOCABULARY ACQUISITION AND USE</b>	
<p><b>5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<ul style="list-style-type: none"> <li>■ <b>CHAPTERS 2–3:</b> Extension of semantic nuances to sentence environments</li> </ul>
<p><b>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>	<ul style="list-style-type: none"> <li>■ <b>CHAPTERS 1–3:</b> Methods for aiding retrieval of theme- or topic-centered vocabulary</li> <li>■ <b>CHAPTER 4:</b> Strategies for incorporating listening, speaking, reading, and writing in theme-centered sentence development</li> <li>■ <b>CHAPTERS 5–6:</b> Methods for practicing comprehension and expression of thematic (topical) vocabulary in narrative and expository writing</li> </ul>

See website *Common Core State Standards Initiative*, “English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Language” at <http://www.corestandards.org/ELA-Literacy/CCRA/L/>.



## CCR Anchor Standards for Speaking and Listening, K-12

STANDARD	SALIENT CHAPTER
<b>COMPREHENSION AND COLLABORATION</b>	
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.	<ul style="list-style-type: none"> <li>■ <b>CHAPTER 1:</b> Background on cognitive and language foundations needed for comprehending and using language</li> <li>■ <b>CHAPTERS 2-6:</b> Sample dialogues that demonstrate how to support collaborative discussion that supports clear and persuasive expression</li> </ul>
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	<ul style="list-style-type: none"> <li>■ <b>CHAPTERS 2-6:</b> Methods for supporting word, sentence, and text comprehension and expression using listening, speaking, reading, and writing modalities</li> </ul>
<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>	
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.	<ul style="list-style-type: none"> <li>■ <b>CHAPTER 4:</b> Methods for supporting sentence logic</li> <li>■ <b>CHAPTERS 5-6:</b> Strategies for supporting narrative and expository logic and expression</li> </ul>
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> <li>■ <b>CHAPTER 4:</b> Strategies for supporting pragmatic intonation in sentences</li> <li>■ <b>CHAPTERS 5-6:</b> Methods for developing fluent narrative and expository expression</li> </ul>

See website *Common Core State Standard Initiative*, "English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Speaking and Listening," at <http://www.corestandards.org/ELA-Literacy/CCRA/SL/>.



## CCR Anchor Standards For Reading, K-12

Note: *From Talking to Writing* stresses the interaction of listening, speaking, reading, and writing. While students' experiences with reading in the context of the book's exercises and strategies are limited to monitoring the texts they, their teacher, and their classmates write, they are, in effect, learning foundational reading skills. Therefore, the authors have elected to list sections of the book that directly involve and influence reading skills.

STANDARD	SALIENT CHAPTER
<b>KEY IDEAS AND DETAILS</b>	
<p><b>2.</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<ul style="list-style-type: none"> <li>■ <b>CHAPTERS 1-2:</b> Rationale for theme-centered writing</li> <li>■ <b>CHAPTERS 2-3:</b> Application of semantic feature analysis to vocabulary development</li> <li>■ <b>CHAPTERS 5-6:</b> Strategies for recognizing and producing effective elaboration for narrative and expository texts</li> </ul>
<p><b>3.</b> Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p>	<ul style="list-style-type: none"> <li>■ <b>CHAPTER 5:</b> Methods for guiding class discussion in ways that support meaningful narrative formulation</li> </ul>
<b>CRAFT AND STRUCTURE</b>	
<p><b>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>	<ul style="list-style-type: none"> <li>■ <b>CHAPTERS 2-3:</b> Semantic feature analysis strategies and mnemonics for aiding recall of topical vocabulary</li> <li>■ <b>CHAPTER 4:</b> Methods for supporting use of salient topical vocabulary in precise sentence patterns</li> <li>■ <b>CHAPTERS 5-6:</b> Techniques for teaching use of salient vocabulary and details for supporting comprehension and formulation of narrative and expository text</li> </ul>
<p><b>5.</b> 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>	<ul style="list-style-type: none"> <li>■ <b>CHAPTERS 5-6:</b> Micro-discourse strategies for linking groups of sentences meaningfully so as to enhance narrative and expository writing</li> </ul>
<p><b>6.</b> Assess how point of view or purpose shapes the content and style of a text.</p>	<ul style="list-style-type: none"> <li>■ <b>CHAPTERS 5-6:</b> Examples of how to lead discussion that helps students to reflect on how point of view may shape word, sentence, and text formulation choices</li> </ul>
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>	
<p><b>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>	<ul style="list-style-type: none"> <li>■ <b>CHAPTER 4:</b> Strategies for teaching monitoring of sentence patterns and accompanying sentence logic</li> <li>■ <b>CHAPTERS 5-6:</b> Strategies for teaching recognition and elaboration with salient details in narrative and expository texts</li> </ul>
<p><b>9.</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<ul style="list-style-type: none"> <li>■ <b>CHAPTER 7:</b> Methods for supporting comparison-contrast skills and applying them in texts</li> </ul>

See website *Common Core State Standards Initiative*, "English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Reading," at <http://www.corestandards.org/ELA-Literacy/CCRA/R/>.