

Adult Education Career and College Readiness Standards List

Compiled from [College and Career Readiness Standards for Adult Education](#), Susan Pimental. 2013.

This list is for teacher reference in class planning. It can be used with “AE CCRS Class Planning Tool” spreadsheet to create printable documentation of the instructional techniques that are offered in a class. Teachers should pick 1-3 core standards to document when planning a session. Once they have identified a standard, they can use the spreadsheet to read and choose from the detailed CCRS level-specific standards. The spreadsheet includes prompts to help the teacher plan 5 diverse activities and to identify how students will demonstrate understanding for each. At the class midpoint, the teacher should review each student’s work to determine whether and what kind of instruction is working. Teachers should have 1:1 meetings with each student to discuss their strengths and weaknesses.

The English Language Proficiency (ELP) standards are matched to the CCRS standards. The spreadsheet lists ELP standard numbers after each anchor standard. Page 83 of [the ELP standards document](#) includes a one-page table that cross references them with CCRS standards for literacy and communication. A table that links mathematical practices and ELP standards is on p. 84.

NOTE FOR MATH TEACHERS: This list currently contains only math practices. I’m working on a revised version that had more detailed and useful math standards and hope it to be finished by Sept 2017. Email Beatrice McGeoch at beatricemcgeoch@gmail.com for updates.

Standards by Area and Reference Number:	Standard Text:
Reading_Foundations_2	Reading Foundations 2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (Phonological Awareness)
Reading_Foundations_3	Reading Foundations 3: Know and apply grade-level phonics and word analysis skills in decoding words. (Phonics and Word Recognition)
Reading_Foundations_4	Reading Foundations 4: Read with sufficient accuracy and fluency to support comprehension. (Fluency)
Reading_1	Reading 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.)

Standards by Area and Reference Number:	Standard Text:
Reading_2	Reading 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.)
Reading_3	Reading 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.)
Reading_4	Reading 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.)
Reading_5	Reading 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.)
Reading_6	Reading 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.)
Reading_7	Reading 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.)
Reading_8	Reading 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.)

Standards by Area and Reference Number:	Standard Text:
Reading_9	Reading 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.)
Reading_10	Reading Anchor 10: Read and comprehend complex literary and informational texts independently and proficiently. (Note: Reading 10 asks you to use level-appropriate texts in class. A free readability test that produces a Flesch-Kincaid rating can be found here: https://www.online-utility.org/english/readability_test_and_improve.jsp)
Writing_1	Writing Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Writing_2	Writing Anchor 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.
Writing_3	Writing Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
Writing_4	Writing Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Writing_5	Writing Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Writing_6	Writing Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Standards by Area and Reference Number:	Standard Text:
Writing_7	Writing Anchor 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
Writing_8	Writing Anchor 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.
Writing_9	Writing Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)
Speaking_and_Listening_1	Speaking and Listening Anchor 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.
Speaking_and_Listening_2	Speaking and Listening Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
Speaking_and_Listening_3	Speaking and Listening Anchor 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Speaking_and_Listening_4	Speaking and Listening Anchor 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.
Speaking_and_Listening_5	Speaking and Listening Anchor 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Standards by Area and Reference Number:	Standard Text:
Speaking_and_Listening_6	Speaking and Listening Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
Language_1	Language Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Language_2	Language Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Language_3	Language Anchor 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.
Language_4	Language Anchor 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.
Language_5	Language Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Language_6	Language Anchor 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 a word or phrase important to comprehension or expression.
Mathematical_Practice_1	Mathematical Practice 1: Make sense of problems and persevere in solving them.
Mathematical_Practice_2	Mathematical Practice 2: Reason abstractly and quantitatively.

Standards by Area and Reference Number:	Standard Text:
Mathematical_Practice_3	Mathematical Practice 3: Construct viable arguments and critique the reasoning of others.
Mathematical_Practice_4	Mathematical Practice 4: Model with mathematics.
Mathematical_Practice_5	Mathematical Practice 5: Use appropriate tools strategically.
Mathematical_Practice_6	Mathematical Practice 6: Attend to precision.
Mathematical_Practice_7	Mathematical Practice 7: Look for and make use of structure.
Mathematical_Practice_8	Mathematical Practice 8: Look for and express regularity in repeated reasoning.