



Literacy Anchor Standards With Planner

What to do: Review this information about literacy standards. Ask an English language arts teacher for information about related grade-level standards for literacy in your State. Then use the planner on the last two pages to help you incorporate these standards in literacy activities.

Why it matters: You can use this information to plan out-of-school time (OST) activities that align with the school day to support your students' literacy development.

Anchor Standards

Whether your State uses its own standards or the Common Core State Standards, rigorous college and career readiness standards for developing literacy are likely to agree on the reading, writing, speaking, listening, and language skills that all students must demonstrate to successfully pursue the college and career paths of their choice. Notice the similarities among the three standards in the graphic below. Then keep reading to learn more about these statements and their relevance to OST programs.

College and Career Readiness Literacy Anchor Standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Example from a State that adopted Common Core State Standards: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

Example from a State that didn't adopt Common Core State Standards: Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.

- The first example is a speaking and listening standard from the College and Career Readiness Anchor Standards (hereafter, Literacy Anchor Standards). These are broad literacy standards that define what students need to be able to do by the time they graduate from high school. These anchor standards underlie all the standards in the Common Core.



- The second standard is a fourth-grade speaking and listening standard from a State that adopted the Common Core State Standards.
- The third standard is a fourth-grade speaking and listening standard from a State that hasn't adopted the Common Core State Standards.

This general alignment of State standards to the Literacy Anchor Standards means OST programs can use the anchor standards to guide students in developing literacy skills and know that they support the literacy standards their State has adopted.

Reading Anchor Standards

You can use these reading anchor standards, along with grade-level standards, to develop literacy activities.

Key Ideas and Details
<ol style="list-style-type: none"> 1. Read closely to determine what the text says explicitly and 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
<ol style="list-style-type: none"> 4. Interpret words and phrases 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
<ol style="list-style-type: none"> 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 to build knowledge or to compare the approaches the authors take.
Range of Reading and Level of Text Complexity
<ol style="list-style-type: none"> 10. Read and comprehend complex literary and informational texts independently and proficiently.



Writing Anchor Standards

You can use these writing anchor standards, along with grade-level standards, to develop literacy activities.

Text Types and Purposes
<ol style="list-style-type: none">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.
Production and Distribution of Writing
<ol style="list-style-type: none">4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.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
<ol style="list-style-type: none">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
<ol style="list-style-type: none">10. Write routinely over extended periods (time for research, reflection, and revision) and shorter periods (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Anchor Standards

You can use these speaking and listening anchor standards, along with grade-level standards, to develop literacy activities.

Comprehension and Collaboration
<ol style="list-style-type: none">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.

Language Anchor Standards

You can use these language anchor standards, along with grade-level standards, to develop literacy activities.

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 meanings 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 figurative language, 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.

Adapted from College and Career Readiness Anchor Standards: www.corestandards.org



Standards Activity Planner

	Standard	Questions to Ask	Ways to Implement
Example	Reading Anchor Standard 1: Read closely to determine what the text says explicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<ul style="list-style-type: none">• What do you think the author is saying here?• What do you guess or predict will happen next?• What evidence do you have from the text?	<ul style="list-style-type: none">• During a read-aloud, the facilitator stops occasionally to have students discuss meaning and make predictions.• Students make notes about words, phrases, or quotations from the text that support key conclusions.
Reading			
Writing			



	Standard	Questions to Ask	Ways to Implement
Speaking and Listening			
Language			

This resource was developed in 2024 and revised in 2025 by the Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) National Technical Assistance Center (NTAC), funded under a grant from the U.S. Department of Education (Department) and administered by Synergy Enterprises, Inc. under Cooperative Agreement No. 287E230009 with the Department’s Office of Elementary and Secondary Education. Opinions expressed herein do not necessarily reflect the position or policy of the Department, nor does mention of trade names, commercial products, or organizations imply endorsement by the Department or the federal government. This resource is in the public domain and is available at 21stcclcntac.org. Authorization to reproduce it in whole or in part is granted.

