

**OCTAE'S COLLEGE AND
CAREER READINESS
STANDARDS FOR ADULT
EDUCATION: THE ANCHOR
STANDARDS FOR WRITING**

***Describing expectations of
students – what they should
know and be able to do***

CCR Anchor Standards for Writing

**(same as L5 – i.e., describing
postsecondary readiness)**

1. Crafting Arguments

- To support claims**
- In analysis of substantive topics/texts**
- Using valid reasoning**
- And relevant/sufficient evidence**

CCR Anchor Standards for Writing

**(same as L5 – i.e., describing
postsecondary readiness)**

2. Crafting Informative/Explanatory Texts

- to examine and convey complex ideas/information**
- clearly and accurately**
- through effective selection, organization, and analysis of content.**
- includes the narration of historical events, scientific procedures/experiments, or technical processes.**

CCR Anchor Standards for Writing

3. Crafting narratives

- to develop real/imagined experiences or events
- using effective technique, well-chosen details and well-structured event sequences.

NOTE: Narrative is not explicitly described at L5 but assumed to be incorporated into persuasive/informative writing at that level.

CCR Anchor Standards for Writing

**(same as L5 – i.e., describing
postsecondary readiness)**

4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCR Anchor Standards for Writing

**(same as L5 – i.e., describing
postsecondary readiness)**

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 at this level (i.e., grammar, usage, capitalization, punctuation, spelling, style, tone and precision of meaning).

CCR Anchor Standards for Writing **(same as L5 – i.e., describing postsecondary readiness)**

6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- Add “update” writing as well
- taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

CCR Anchor Standards for Writing **(same as L5 – i.e., describing postsecondary readiness)**

7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- including self-generated question or problem to be solved
- narrow or broaden the inquiry when appropriate
- synthesize multiple sources on the subject

CCR Anchor Standards for Writing

**(same as L5 – i.e., describing
postsecondary readiness)**

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.

- authoritative sources
- advanced searches
- assess the usefulness of each source in answering the research question
- integrate information selectively to maintain the flow of ideas
- following a standard format for citation.

CCR Anchor Standards for Writing

(same as L5 – i.e., describing
postsecondary readiness)

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 Reading Standard 10 (i.e., “complex literary and informational texts”).
- For literature, includes determining meaning of words/phrases including figurative, connotative, and technical meanings; and analyzing cumulative impact of specific word choices on meaning and tone
- For literary nonfiction, includes integrating quantitative or technical analysis with qualitative analysis in print or digital text

CCR Anchor Standards – focus and patterns

- **1 through 3 are about knowing writing genres and their rules/conventions**
- **4 and 5 are about using the full writing process**
- **6 is about technology**
- **7 through 9 are about analyzing sources (i.e., finding and using information/“evidence” from text) and conducting research**

Writing and the CCR Language Standards

- **CCR Language Anchors 1-3: editing “conventions”**
- **CCR 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.**

Contact info

Peggy McGuire

mcguirep555@aol.com

717-964-1341