

Alignment of High School Common Core Priority Performance Indicators and College and Career Readiness Standards for Adult Education for English Language Arts

Purpose

This document shows the alignment between the high school Priority Performance Indicators (PPI) of the [English Language Arts \(ELA\) Proficiency-Based Graduation Hierarchy](#) and the [College and Career Readiness Standards \(CCRS\) for Adult Education](#) for English Language Arts. This is based on Vermont’s Education Quality Standards and the [Common Core Standards](#).

Alignment Chart for Reading

Reading Critical Proficiency: Comprehend, interpret, analyze, and evaluate complex literary and informational texts.

9-12 PPI	Proficient (9-12 Grade Level)	CCRS Level E/Low and High Adult Secondary Education
<p>Reading: Textual Evidence – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text, analysis, reflection, and/or research.</p> <p>Anchor Standard(s) Assessed: R.1</p> <p>Anchor Standard(s) Addressed: R.2, 3, 9; W.9</p>	<p>I can:</p> <p>Use close-reading strategies to determine what a text says explicitly;</p> <p>Cite textual evidence to support an interpretation of what a text says explicitly; and</p> <p>Use close reading strategies to draw inferences from a text.</p>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.9-10.1)</p> <p>Application: cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1)</p> <p>Application: cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (RST.9-10.1)</p>



9-12 PPI	Proficient (9-12 Grade Level)	CCRS Level E/Low and High Adult Secondary Education
<p>Reading: Summary and Analysis – Summarize a text, including key supporting details; determine a central idea or theme; and analyze the development or interaction of individuals, events, or ideas.</p> <p>Anchor Standard(s) Assessed: R.2, 3</p> <p>Anchor Standard(s) Addressed: R.9</p>	<p>I can:</p> <p>Summarize a text;</p> <p>Determine a central idea and describe its development;</p> <p>Describe how characters develop, interact with others, and advance the plot or develop the central idea of the text;</p> <p>Describe a complex set of ideas or sequence of events; and</p> <p>Describe how specific individuals, ideas, or events develop over the course of a text.</p>	<p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI/RL.9-10.2)</p> <p>Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (RST.11-12.2)</p> <p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (RI.11-12.3)</p> <p>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. (RH.9-10.3)</p> <p>Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. (RST.9-10.3)</p>

9-12 PPI	Proficient (9-12 Grade Level)	CCRS Level E/Low and High Adult Secondary Education
<p><i>Anchor Standard R.4 addressed in Language PPIs Knowledge of Language and Vocabulary</i></p>	<p>N/A</p>	<p><i>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (RI/RL.9-10.4)</i></p> <p><i>Application: determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context. (RST.9-10.4)</i></p>

9-12 PPI	Proficient (9-12 Grade Level)	CCRS Level E/Low and High Adult Secondary Education
<p>Reading: Craft and Structure – Analyze the structure of texts, including how specific parts relate to each other and the whole; assess how point of view or purpose, including an author’s potential biases, shapes the content and style of a text.</p> <p>Anchor Standard(s) Assessed: R.5, 6</p> <p>Anchor Standard(s) Addressed: R.4</p>	<p>I can:</p> <p>Describe how an author’s choices about how to structure a text create specific effects;</p> <p>Describe a particular point of view or cultural experience reflected in a work of literature;</p> <p>Identify a case in which understanding a point of view requires distinguishing what is directly stated from what is really meant;</p> <p>Identify an author’s potential biases in a text;</p> <p>Describe the structure of a text;</p> <p>Describe the development of the author’s ideas or claims;</p> <p>Describe an author’s point of view or purpose in a text and identify potential biases; and</p> <p>Describe how an author advances their point of view or purpose.</p>	<p>Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (RI.9-10.5)</p> <p>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (RI.11-12.5)</p> <p>Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (RI.9-10.6)</p> <p>Application: analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (RL.9-10.6)</p> <p>Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). (RL.11-12.6)</p> <p>Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. (RH.9-10.6)</p>

9-12 PPI	Proficient (9-12 Grade Level)	CCRS Level E/Low and High Adult Secondary Education
<p><i>Anchor Standard R.7 addressed in Writing: Research PPI</i></p>	<p>N/A</p>	<p><i>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. (RH.9-10.7)</i></p> <p><i>Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. (RST.9-10.7)</i></p> <p><i>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11-12.7)</i></p>
<p><i>Anchor Standard R.8 addressed in Writing: Research PPI</i></p>	<p>N/A</p>	<p><i>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid, and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (RI.9-10.8)</i></p>

9-12 PPI	Proficient (9-12 Grade Level)	CCRS Level E/Low and High Adult Secondary Education
<p><i>Anchor Standard R.9 addressed in Reading PPIs Textual Evidence and Summary and Analysis and in Writing: Research</i></p>	<p>N/A</p>	<p><i>Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. (RI.9-10.9)</i></p> <p><i>Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features. (RI.11-12.9)</i></p> <p><i>Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. (RST.9-10.9)</i></p> <p><i>Application: compare and contrast treatments of the same topic in several primary and secondary sources. (RH.9-10.9)</i></p>

Alignment Chart for Writing

Writing Critical Proficiency: Produce clear and coherent writing for a range of tasks, purposes, and audiences.

9-12 PPI	Proficient (9-12 Grade Level)	CCRS Level E/Low and High Adult Secondary Education
<p>Writing: Production – Produce clear and coherent writing in which the development, organization, style, and register are appropriate to task, purpose, and audience (i.e., arguments, informative/explanatory texts, and/or narratives).</p> <p>Anchor Standard(s) Assessed: W.1-4</p> <p>Anchor Standard(s) Addressed: R.1, 3, 5; W.5, 6, 9; L.1, 2</p>	<p>I can:</p> <p>Establish the significance of a precise claim(s);</p> <p>Create an organization that logically sequences and develops claim(s), counterclaims, reasons, and evidence;</p> <p>Supply relevant evidence to develop claim(s) and counterclaims fairly, pointing out the strengths and limitations of each;</p> <p>Use a variety of transitional words and phrases to create cohesion and clarify relationships;</p> <p>Establish and maintain a style and tone appropriate to the purpose and audience;</p> <p>Provide a conclusion that follows from and supports the argument.</p>	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented. (W/WHST.9-10.1)</p>

9-12 PPI	Proficient (9-12 Grade Level)	CCRS Level E/Low and High Adult Secondary Education
<p>Writing: Production (continued)</p>	<p>Introduce a topic with details and evidence;</p> <p>Organize writing so that each new element builds on the one before;</p> <p>Develop the topic thoroughly by supplying relevant and varied information and examples;</p> <p>Use a variety of transitional words and phrases to create cohesion and clarify relationships;</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic;</p> <p>Establish and maintain a style and tone appropriate to the purpose and audience; and</p> <p>Provide a conclusion that follows from and supports information or explanation.</p>	<p>Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (W/WHST.9-10.2)</p>

9-12 PPI	Proficient (9-12 Grade Level)	CCRS Level E/Low and High Adult Secondary Education
<p>Writing: Production (continued)</p>	<p>Engage and orient the reader by setting out a problem, situation, or observation and its significance; establishing one or multiple point(s) of view; and introducing a narrator and/or characters;</p> <p>Create a smooth progression of experiences or events that build on one another to create a coherent whole with a particular tone and outcome;</p> <p>Use narrative techniques (such as dialogue, pacing, reflection, and/or multiple plot lines);</p> <p>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and</p> <p>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative (when applicable).</p>	<p>Note: Students' narrative skills continue to grow in these levels as students work to incorporate narrative elements effectively into their arguments and informative/explanatory texts.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W/WHST.11-12.4)</p>

9-12 PPI	Proficient (9-12 Grade Level)	CCRS Level E/Low and High Adult Secondary Education
<p>Writing: Process – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Anchor Standard(s) Assessed: W.5</p> <p><i>Anchor Standard(s) Addressed: W.1-4, 6; L.1, 2</i></p>	<p>I can:</p> <p>Focus planning, initial drafting, and revisions on addressing what is most significant for the purpose and audience; and</p> <p>Strengthen writing as needed by revising, editing for conventions, rewriting, or trying a new approach.</p>	<p>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.) (W.11-12.5)</p>
<p><i>Anchor Standard W.6 addressed in Writing: Process PPI</i></p>	<p>N/A</p>	<p><i>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (W.9-10.6)</i></p>

9-12 PPI	Proficient (9-12 Grade Level)	CCRS Level E/Low and High Adult Secondary Education
<p>Writing: Research – Gather relevant information or evidence from multiple and diverse sources, assess the credibility and accuracy of each source (including potential for bias), and integrate the information or evidence, while avoiding plagiarism.</p> <p>Anchor Standard(s) Assessed: W.7-9</p> <p>Anchor Standard(s) Addressed: R.1, 6, 7, 8, 9</p>	<p>I can:</p> <p>Gather relevant information from varied, authoritative sources in order to answer a self-generated research question, narrowing or broadening the inquiry when appropriate;</p> <p>Assess the usefulness of each source, recognizing potential for bias;</p> <p>Integrate information and supporting evidence into work selectively to maintain the flow of ideas;</p> <p>Avoid plagiarism and overreliance on any one source; and</p> <p>Follow a standard citation format.</p>	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W/WHST.11-12.7)</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W/WHST.9-10.8)</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply Reading standards from this level to literature (e.g., “Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone”).</p> <p>Apply Reading standards from this level to literary nonfiction (e.g., “Integrate quantitative or technical analysis with qualitative analysis in print or digital text”). (W/WHST.11-12.9)</p>

Alignment Chart for Speaking and Listening

Speaking and Listening Critical Proficiency: Participate effectively in a range of discussions, collaborations, and presentations.

9-12 PPI	Proficient (9-12 Grade Level)	CCRS Level E/Low and High Adult Secondary Education
<p>Speaking and Listening: Collaboration – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, listening to and building on others’ ideas, and expressing their own clearly and persuasively while considering potential impact.</p> <p>Anchor Standard(s) Assessed: SL.1</p> <p>Anchor Standard(s) Addressed: R.1; W.6, 9</p>	<p>I can:</p> <p>Initiate and participate effectively in collaborative discussions with diverse partners;</p> <p>Work with peers to set norms for discussions and decision-making, set clear goals and deadlines, and establish individual responsibilities;</p> <p>Express ideas clearly while considering potential impact on others;</p> <p>Listen to understand, respond thoughtfully to diverse perspectives, and build on others’ ideas;</p> <p>Refer to evidence from prior reading or research;</p> <p>Ask questions that relate the current discussion to broader themes or larger ideas;</p> <p>Actively involve others in the discussion; and</p> <p>Summarize key points of agreement and disagreement.</p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (SL.9-10.1)</p>

9-12 PPI	Proficient (9-12 Grade Level)	CCRS Level E/Low and High Adult Secondary Education
<p>Speaking and Listening: Comprehension and Evaluation – Comprehend and evaluate information presented in diverse media and formats; evaluate a speaker's point of view, argument, reasoning, potential bias, and/or use of evidence and rhetoric.</p> <p>Anchor Standard(s) Assessed: SL. 2, 3</p> <p><i>Anchor Standard(s) Addressed: R.6-8; W.8, 9</i></p>	<p>I can:</p> <p>Integrate multiple sources of information presented in diverse media or formats;</p> <p>Evaluate the credibility and accuracy of each source; and</p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence, taking into account potential biases.</p>	<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (SL.11-12.2)</p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (SL.11-12.3)</p>
<p>Speaking and Listening: Presentation – Present information, findings, and supporting evidence in such a way that the development, organization, style, register, and media are appropriate to task, purpose, and audience.</p> <p>Anchor Standard(s) Assessed: SL.4-6</p> <p><i>Anchor Standard(s) Addressed: R.1; W4- 6, 9; L.1</i></p>	<p>I can:</p> <p>Present information, findings, and supporting evidence clearly and concisely;</p> <p>Organize the presentation logically so that the development, substance, and style are appropriate to purpose, audience, and task;</p> <p>Make strategic use of diverse media to enhance understanding and add interest; and</p> <p>Adapt speech to fit the purpose, audience, and task.</p>	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose, audience, and task. (SL.9-10.4)</p> <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (SL.11-12.5)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See Language standards 1 and 3 for specific expectations.) (SL.11-12.6)</p>

Alignment Chart for Language

Language Critical Proficiency: Demonstrate understanding of the conventions of English, effective language use, and breadth and depth of vocabulary.

9-12 PPI	Proficient (9-12 Grade Level)	CCRS Level E/Low and High Adult Secondary Education
<p>Language: Conventions - Demonstrate understanding of the conventions of English grammar and usage when writing and speaking, as well as mechanics (capitalization, punctuation, and spelling) when writing.</p> <p>Anchor Standard(s) Assessed: L.1, 2</p> <p>Anchor Standard(s) Addressed: SL.6</p>	<p>I can:</p> <p>Demonstrate command of the conventions of English grammar, usage, capitalization, punctuation, and spelling; and</p> <p>Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use parallel structure.</p> <p>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (L.9-10.1)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>Use a colon to introduce a list or quotation.</p> <p>Spell correctly. (L.9-10.2)</p>

9-12 PPI	Proficient (9-12 Grade Level)	CCRS Level E/Low and High Adult Secondary Education
<p>Language: Knowledge of Language – Apply knowledge of language to understand how language functions differently across contexts and over time, make effective choices for meaning or style, and comprehend more fully.</p> <p>Anchor Standard(s) Assessed: L.3, 5</p> <p><i>Anchor Standard(s) Addressed: R.4</i></p>	<p>I can:</p> <p>Write and edit work so that it follows the guidelines in a style manual appropriate for the discipline and writing type;</p> <p>Interpret and analyze figures of speech; and</p> <p>Analyze nuances in the meaning of words with similar denotations.</p>	<p>N/A at this level</p>

9-12 PPI	Proficient (9-12 Grade Level)	CCRS Level E/Low and High Adult Secondary Education
<p>Language: Vocabulary –</p> <p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for communicating at the college and career readiness level.</p> <p>Anchor Standard(s) Assessed: L.4, 6</p> <p><i>Anchor Standard(s) Addressed: R.4; L.5</i></p>	<p>I can:</p> <p>Accurately use general academic and domain-specific vocabulary at the college and career readiness level;</p> <p>Demonstrate independence in gathering vocabulary knowledge when considering it important to comprehension or expression;</p> <p>Choose from a range of strategies to determine or clarify the meanings of unknown and multiple-meaning words and phrases (context clues, patterns of word changes that indicate different meanings or parts of speech, etc.); and</p> <p>Verify the preliminary determination of the meaning of a word or phrase.</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology or its standard usage.</p> <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.11-12.4)</p> <p>Acquire and use accurately 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 considering a word or phrase important to comprehension or expression. (L.11-12.6)</p>