

College, Career, & Civic Readiness Anchor Standards and Practices / Revere High School Core Competencies

The seven RHS Core Competencies define what students should understand and be able to do across a range of classrooms, content areas, and social contexts in order to be literate in this century and to pursue success in post-secondary education, work, society, and at home. The seven School-Wide Planning and Assessment Guides correspond by number to the standards for each competency and articulate grade-span expectations. These standards are not meant to replace content standards but rather to deepen and extend them.

READING
Key Ideas and Details
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 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, or ideas develop and interact over the course of a text.
Craft and Structure
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 and 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
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 in order to build knowledge or to compare the approaches the authors take.
Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

LANGUAGE
Standard Language Conventions
1. Demonstrate command of the conventions of standard grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard 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 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.
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.

WRITING
Text Types and Purposes
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
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
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
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SPEAKING and LISTENING
Comprehension and Collaboration
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.

CIVIC and SOCIAL RESPONSIBILITY
Civic Content Knowledge
1. Acquire core civic content knowledge and the ability to apply that knowledge to different circumstances and setting.
Civic Intellectual Skills
2. Demonstrate the ability to identify, assess, interpret, describe, analyze, and explain matters of concern in civic life.
Civic Participatory Skills
3. Know how to work collaboratively in groups and organizational settings, interface with elected officials and community representatives, communicate perspectives and arguments, and plan strategically for civic change.
Civic Dispositions
4. Develop interpersonal and intrapersonal values, virtues, and behaviors, respect for freedom of speech and thought, respect for others, commitment to equality, capacity for listening, and capacity to communicate in ways accessible to others.

PROBLEM SOLVING
The Standards for Mathematical Practice
1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.
The Science & Technology/Engineering Practices
1. Ask questions and define problems.
2. Develop and use models.
3. Plan and carry out investigations.
4. Analyze and interpret data.
5. Use mathematics and computational thinking.
6. Construct explanations (for science) and design solutions (for engineering).
7. Engage in argument from evidence.
8. Obtain, evaluate, and communicate information.

CREATIVE EXPRESSION
Creating
1. Generate and conceptualize innovative ideas and original work.
2. Organize and develop ideas and work.
3. Refine and complete creative work.
Performing, Presenting, Producing
4. Select, analyze, and interpret creative work for presentation.
5. Develop and refine creative techniques and work for presentation.
6. Convey meaning through the presentation of creative work.
Responding
7. Perceive and analyze creative work.
8. Interpret intent and meaning in creative work.
9. Apply criteria to evaluate creative work.
Connecting
10. Synthesize and relate knowledge and personal experiences to innovate and create.
11. Relate innovative ideas and creative works with societal, cultural and historical context to deepen understanding.

Developed from the Common Core/Massachusetts State Standards for Literacy in ELA, History/Social Studies, Science, Mathematics, and Technical Subjects, the Standards for Mathematical Practice, the Science and Technology/Engineering Practices, the National Core Arts Standards, and a variety of sources on twenty-first century competencies. 2017. Revere High School Literacy Team.

*Please note that we have removed "English" from the CCR LANGUAGE Standards 1 and 2 to be more inclusive of all language learning, including but not limited to English.