

## INPUT FROM PARCC CAMPUS LEADERSHIP TEAMS ESSENTIAL CORE COMPETENCIES FOR ENGLISH I

#	Critical core competencies that should be measured on a PARCC assessment that would indicate that a high school student would be successful in a credit-bearing English I course without need for remediation
<b>Reading Literature</b>	
<b>1</b>	<b>Fact/Opinion</b> <ol style="list-style-type: none"> <li>a. Recognize and recall literal fact</li> <li>b. Distinguish fact from opinion</li> <li>c. Separate fact from opinion in grade level reading material</li> </ol>
<b>2</b>	<b>Vocabulary/Meaning of Words</b> <ol style="list-style-type: none"> <li>a. Use context to discern appropriate meaning of figurative and non-figurative words</li> <li>b. Determine or clarify the meaning of unknown words to maximize comprehension of college-level literature and academic texts</li> <li>c. Use context clues to understand words and phrases in grade level and/or above grade level reading material</li> <li>d. Demonstrate a mature vocabulary</li> <li>e. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</li> <li>f. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression</li> <li>g. Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its standard usage</li> <li>h. Study vocabulary (root, stem, origin, context clues)</li> <li>i. Vocabulary acquisition and use</li> <li>j. Understanding of figurative language</li> </ol>
<b>3</b>	<b>Main/Key Ideas, Themes, and Supporting Evidence</b> <ol style="list-style-type: none"> <li>a. Identify expressed or implied main idea in grade level reading material</li> <li>b. Identify a main idea or thesis in a non-fiction essay</li> <li>c. Understand the main ideas in a non-fiction essay</li> <li>d. Understand the plot and theme of a short story.</li> <li>e. Key Ides and Details</li> <li>f. Determine two or more themes or central ideas of a text and analyze their development over the course of the text</li> <li>g. Determine/Locate main idea, implied main idea, and supporting details</li> <li>h. Determine two or more themes or central ideas of a text an analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</li> <li>i. Identify supporting ideas in grade level reading material</li> </ol>

4	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>a. Read and comprehend a complex essay</li> <li>b. Comprehension and collaboration</li> <li>c. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently</li> <li>d. By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently</li> <li>e. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently</li> </ul>
5	<p><b>Inferences/Drawing Conclusions</b></p> <ul style="list-style-type: none"> <li>a. Identify positions taken</li> <li>b. Make inferences/draw conclusions about details in grade level reading material</li> <li>c. 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)</li> <li>d. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain</li> <li>e. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> </ul>
6	<p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>a. Analyze and evaluate multiple interpretations of a work of literature</li> <li>b. Use critical reading skills to make inferences, create and comprehend arguments and determine purpose and tone</li> <li>c. Identify and evaluate evidence</li> <li>d. Analyze and evaluate arguments in grade level reading material</li> <li>e. Recognize errors in reasoning</li> <li>f. Analyze multiple interpretations of a story, drama or poem (e.g. recorded or live production of a play or recorded novel or poetry) evaluating how each version interprets the source text. Include at least one play by Shakespeare and one play by an American dramatist.)</li> <li>g. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept</li> <li>h. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text, including determining where the text leaves matters uncertain.</li> <li>i. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence</li> </ul>
7	<p><b>Audience, Purpose, and Tone</b></p> <ul style="list-style-type: none"> <li>a. When reading, understand the rhetorical situation to make decisions about audience, purpose and tone and identify the central ideas of a passage</li> <li>b. Analyze the purpose, structure, and meaning of an informative text using textual evidence</li> <li>c. Analyze the purpose, structure, and meaning of an argumentative text using textual evidence</li> <li>d. Identify an author’s purpose and tone in grade level reading material</li> </ul>
8	<p><b>Structure</b></p> <ul style="list-style-type: none"> <li>a. Analyze and interpret text structure and relationship</li> <li>b. Recognize the basic elements of a story or play (character, setting, point of view, plot, and theme)</li> <li>c. Understand relationships among ideas (patterns of organization) in grade level reading material</li> </ul>

	d. 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
<b>9</b>	<b>Literacy History/Theory</b> a. Be familiar with the broad outline of literary history in order to contextualize readings and interpretation
<b>10</b>	<b>Range of Reading</b> a. Range of reading and level of text complexity b. Read a variety of genres and content material
<b>11</b>	<b>Other</b> a. Be able to explicate a short poem.
<b>Informational and Complex Text</b>	
<b>12</b>	a. Independently read and comprehend complex literary and informational texts in order to actively engage in conversation and writing about the text and its messages b. Read and comprehend content from a variety of sources (aesthetic & expository) such as newspapers, magazines, textbooks, literature, poetry, internet blogs, etc. c. Draw evidence from literary and credible informational texts to support analysis, reflection, and research d. Analysis of Real-World problems/current events, including consideration of issues from multiple viewpoints e. 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. f. Practice reading complex passages with reading skills
<b>Writing</b>	
<b>13</b>	<b>Text Types and Purposes</b> a. Be able to assess the writing situation: audience, aim, style, and genre b. Determine the purpose of a writing task c. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence d. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing f. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic
<b>14</b>	<b>Different Purposes for Writing</b> a. Write routinely over extended time frames (time for research, reflection, and revision), as well as shorter time frames (single sitting or response to reading) for a wide range of tasks, purposes, and audiences b. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audience c. Express thoughts in writing for a variety of audiences and purposes

	<ul style="list-style-type: none"> <li>d. Write competently under time constraints and different writing situations</li> <li>e. Address a specific audience by adapting content and tone</li> <li>f. Production and distribution of writing</li> <li>g. Write in a variety of genres - write expository, research, and argumentative compositions</li> <li>h. Range of writing</li> <li>i. Apply knowledge of History and Civics to assigned readings and integrate into one's own writing</li> <li>j. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes: a) Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension</li> <li>k. Write expository texts using critical thinking or narratives that go beyond personal experience</li> <li>l. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information</li> </ul>
15	<p><b>Analyze Texts</b></p> <ul style="list-style-type: none"> <li>a. Prepare a written analysis of a text</li> <li>b. Analyze texts, including literature, to establish genre, understand figurative language, and identify devices</li> <li>c. Analyze literature and develop opinions based on readings</li> <li>d. Evaluate and analyze print and digital sources to determine credibility of the work and objectivity of the author</li> <li>e. Cite strong and thorough evidence to support analysis</li> <li>f. Integrate and evaluate multiple sources of information in different media or formats</li> <li>g. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation</li> <li>h. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</li> <li>i. Critique various types of writing</li> <li>j. Distinguish between issues, opinions, and evidence; distinguish between biased claims and claims based on verifiable evidence and analysis</li> <li>k. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved</li> </ul>
16	<p><b>Organization, Task, Purpose, and Audience</b></p> <ul style="list-style-type: none"> <li>a. Organizing Ideas: Provide unity and coherence throughout the essay, often with a logical progression of ideas; Use relevant transitional words, phrases, and sentences to convey logical relationships between ideas; Present a well-developed introduction and conclusion.</li> <li>b. Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</li> <li>c. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>d. 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.</li> <li>e. Apply a variety of strategies to create, shape, and revise an essay understanding that writing is a recursive process.</li> <li>f. View writing as a recursive process - collaborate with student learning groups, on-line forums, and campus writing lab</li> <li>g. Edit to correct errors in grammar, punctuation, spelling, and usage.</li> <li>h. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</li> </ul>

	<ul style="list-style-type: none"> <li>i. Understands what a paragraph is, write paragraphs and logically link paragraphs</li> <li>j. Developing a Position: Develop several ideas fully, using specific and relevant reasons, details, and examples; Show effective movement between general and specific ideas and examples.</li> <li>k. Write a developed paragraph that begins with a topic sentence</li> <li>l. Present a well-developed introduction that places the topic into context</li> <li>m. Present a critical thesis that clearly establishes the focus on the writer's position on an issue</li> <li>n. Develop several ideas fully, using specific and relevant reasons, details, and examples</li> <li>o. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</li> <li>p. Use relevant transitional words, phrases, and sentences to convey logical relationships between ideas.</li> <li>q. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge on the topic.</li> <li>r. Provide an accurate summary of a primary or secondary source that makes clear the relationship among the key details and ideas.</li> <li>s. Offer a clear, central theme that is memorable - find, focus, and develop the topic; provide credible, accurate details from the beginning of the piece to the end</li> <li>t. Write a sentence that provides a clear focus of a specific topic.</li> <li>u. Organize paragraphs to support independent thoughts - create an engaging introduction - structure the bodies of the paragraphs using logical sequence and transition - end paragraphs with a sense of resolution</li> <li>v. Write with mechanical correctness - edit essay for spelling, punctuation, capitalization, grammar and usage - craft words and phrases to create fluency within a piece of writing - craft well-built sentences - vary the sentence types</li> <li>w. Show understanding of the complexity of the issue</li> <li>x. Recognize different perspectives on the issue</li> <li>y. Demonstrate audience awareness</li> <li>z. Correctly use patterns of word changes</li> </ul>
17	<p><b>Arguments</b></p> <ul style="list-style-type: none"> <li>a. Recognize and cite strong and thorough textual evidence to support analysis of text, including poetry, fiction, essays/speeches, and non-fiction academic texts</li> <li>b. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</li> <li>c. Recognize the difference between a strong argument and a weak argument (evidence, credibility, logical fallacies, etc.) (First-Year Writing: Instructor Packet, 2011-2012)</li> <li>d. Recognize an argument and explain what makes an argument different from a text in which purpose is solely to inform (First-Year Writing: Instructor Packet, 2011-2012)</li> <li>e. Write a well-developed persuasive text, including valid reasoning and relevant and sufficient evidence to oppose counter claim - Use Tier 2 language; synthesize two or more texts; clear beginning and end to the written document.</li> <li>f. Write an argument to support a claim about a debatable topic</li> <li>g. Demonstrate a clear understanding of the persuasive purpose</li> <li>h. Pose and fully address counterarguments of the issue</li> <li>i. Organize an argument coherently using appropriate modes and development</li> <li>j. Synthesize and compare multiple points of view</li> <li>k. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level,</li> </ul>

	<p>concerns, values, and possible biases</p> <ol style="list-style-type: none"> <li>l. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue and determine what additional information or research is required to complete the task</li> <li>m. Write arguments focused on discipline-specific content: b) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases</li> <li>n. Understand how to write a rational argument</li> <li>o. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> </ol>
<b>18</b>	<p><b>Thesis Statement</b></p> <ol style="list-style-type: none"> <li>a. Write a specific, unified restricted thesis statement.</li> <li>b. Clearly announce and develop thesis statement</li> <li>c. Recognize the difference between broad generalizations and thesis statements.</li> <li>d. Effectively organize details and body paragraphs that support the thesis</li> <li>e. Provide adequate support for thesis sentence</li> </ol>
<b>19</b>	<p><b>Essays</b></p> <ol style="list-style-type: none"> <li>a. Write essays to examine and convey clear ideas, concepts, and information through the effective selection, organization, and analysis of content</li> <li>b. Integrate quoted, summarized, and/or paraphrased text into an academic essay.</li> <li>c. Write an informative essay.</li> <li>d. Write paragraphs and essays unified around an expressed (or implied) main idea (topic sentence or thesis statement)</li> <li>e. Develop ideas fully using reasoning, details, and examples in written paragraphs and essays</li> <li>f. Write a unified, well developed, coherent essay taking a position on a debatable topic</li> <li>g. Demonstrate unity and coherence throughout the essay with a logical progression of ideas</li> <li>h. Use relevant transitional words, phrases, and sentences to convey logical relationships between ideas</li> <li>i. Be able to write a coherent 5-paragraph expository essay</li> <li>j. Develop coherent essays using well-formed introductory and concluding paragraphs.</li> <li>k. Develop coherent essays using well-formed body paragraphs using specific examples, details, and illustrations.</li> <li>l. Understand/write an essay with a clear thesis</li> <li>m. Maintain a clear focus on discussion of the specific topic and issue in the prompt throughout the essay</li> <li>n. Present a critical thesis that clearly establishes the focus on the writer's position on the issue</li> </ol>
<b>20</b>	<p><b>Research</b></p> <ol style="list-style-type: none"> <li>a. Integrate and evaluate multiple sources of information, including credible secondary and primary sources located through advanced searches, to effectively compose a well-developed 12-15 page academic research paper with citations and works cited or references page in a specified academic format. (Relate topics and academic formats to students' career goals.)</li> <li>b. 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</li> <li>c. Use research skills to navigate sources of information including the internet (online texts) and library (print texts)</li> <li>d. Demonstrate an ability to select useful sources to support research and understand the categories of evidence</li> <li>e. Use reference guides to properly document sources, clearly separating the source from original thought</li> </ol>

	<ul style="list-style-type: none"> <li>f. Document outside sources</li> <li>g. Demonstrate ability to integrate sources into one's own writing</li> <li>h. Demonstrate proficiency in basic quotation and citation techniques</li> <li>i. Use online and library research</li> <li>j. Identify, incorporate, and correctly cite appropriate academic, scholarly documents from online and library sources in a research essay</li> <li>k. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</li> <li>l. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>m. 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.</li> <li>n. Use proper citation of research sources in MLA and APA formatting.</li> <li>o. Cite and document primary and secondary sources accurately, following MLA guidelines</li> <li>p. Quote sources correctly</li> <li>q. Research to build and present knowledge</li> <li>r. Present information, findings, and supporting evidence, conveying a clear and distinct perspective</li> </ul>
21	<p><b>Summarize</b></p> <ul style="list-style-type: none"> <li>a. Summarize an extended non-fiction academic text (8-10 pages) and/or a more complicated text in a maximum of 500 words</li> <li>b. Demonstrate ability to read critical articles and identify/summarize the author's main and supporting points</li> <li>c. Paraphrase and summarize a complex argument</li> </ul>
<b>Speaking and Listening</b>	
22	<p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>a. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners and peer discourse groups, building on others' ideas and expressing own ideas clearly and persuasively</li> <li>b. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>c. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are</li> <li>d. 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.</li> <li>e. 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.</li> <li>f. Initiate and participate effectively in a range of collaborative discussions with diverse partners, building other's ideas and expressing their own clearly and persuasively.</li> <li>g. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</li> <li>h. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</li> </ul>

- i. Listen effectively and respond to ongoing feedback including new arguments and information

## Language

<b>23</b>	<p><b>Standard English and Grammar</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate a command of the conventions of Standard English grammar, punctuation, usage, and spelling when writing.</li> <li>b. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</li> <li>c. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing formal final drafts</li> <li>d. Write paragraphs and essays that follow common conventions of standard American English in usage and mechanics</li> <li>e. Demonstrate command of the conventions of Standard English grammar and usage when writing, e.g., subject/verb agreement, pronoun/antecedent agreement, fragments, common splices, fused sentences, capitalization, comma usage, parallel sentence structure, dangling or misplaced modifiers, and punctuation.</li> <li>f. Demonstrate fluency in Standard English grammar, punctuation, and usage</li> <li>g. Apply Standard English grammar, spelling, and punctuation in well-formed, coherent sentences.</li> <li>h. Uses appropriate grammar, punctuation and Standard English</li> <li>i. Express thoughts in writing for a variety of audiences using correct English grammar and appropriate syntax</li> <li>j. Conventions of Standard English</li> <li>k. Be able to correct major grammar errors in sentencing and very usage.</li> <li>l. Be able to correct errors in parts of speech (adjectives/adverbs).</li> <li>m. Recognize proper word usage and diction in formal writing.</li> <li>n. Using Language: Show effective use of language to clearly communicate ideas by a) correctly employing most conventions of Standard English grammar, usage, and mechanics, with just a few, if any, errors; b) using precise and varied vocabulary; c) using a variety of kinds of sentences structures to vary pace and to support meaning.</li> <li>o. Correctly use a variety of sentence structures</li> <li>p. Chooses appropriate verb tense and voice to express ideas</li> <li>q. Identify &amp; eliminate most major &amp; minor grammar errors</li> <li>r. Use punctuation properly.</li> <li>s. Spell college-level vocabulary correctly.</li> <li>t. Identify and correct sentence fragments, run-on sentences, and comma splices.</li> <li>u. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</li> <li>v. Writes complete, clear, meaningful and logical sentences</li> <li>w. Follow conventions of grammar and syntax when writing.</li> </ul>
<b>24</b>	<p><b>Other</b></p> <ul style="list-style-type: none"> <li>a. 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.</li> <li>b. 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.</li> <li>c. Refine text features</li> </ul>

**Technology**

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| <b>25</b> | <ul style="list-style-type: none"><li>a. Use technology including word processing, general computing, and classroom management tools</li><li>b. Demonstrate ability to utilize research techniques, including library databases and other online resources</li><li>c. Demonstrate proficiency in using MS Word</li><li>d. Use technology in writing and research</li><li>e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback</li><li>f. Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest</li><li>g. Use technology, including online library data bases, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</li><li>h. Utilize video, web, social media, print, photographs</li><li>i. Use word processing effectively</li><li>j. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</li></ul> |
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