

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

What follows is a sample of sources consulted in the drafting of the Core Standards for Reading, Writing, and Speaking and Listening. Citations are organized by the standard to which they pertain. For example, all sources with specific relevance to reading standard #1 are listed below that standard. Each citation contains a link to the section of the source document that is relevant to the core reading, writing, or speaking and listening standard to which it corresponds. For more information on sources and how they were used in the drafting of the core standards, please refer to the "[College and Career Readiness Standards for Reading, Writing, and Speaking and Listening](#)."

Reading Evidence

Reading 1. Determine both what the text says explicitly and what can be inferred logically from the text.

College Readiness

- Achieve, Inc. (2004). *The American Diploma Project, Ready or Not: Creating a High School Diploma that Counts*. Washington, DC: Achieve, Inc. ([see sample post-secondary assignment #4, pgs. 98-99](#))
- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices*. New York, NY: College Entrance Examination Board (see pg. 7- skills rated by importance to post-secondary instructors- [skill #2 "Making inferences and drawing conclusions"](#))
- ACT. (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. ([pgs. 44-45](#), these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, [see skills #4 and #15](#)).
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board ([see pgs. 51-54](#), and [sample exam expectations for literature beginning on 56](#)).
- *AP European and World History Course Descriptions* (2009), New York, NY: College Board ([see pgs. 21-24](#) in AP European History for document-based question expectations). AP World and U.S. History also have these expectations.

Career Readiness

- ACT. (2006). *Ready for College and Ready for Work: Same or Different?* Iowa City, IA: ACT. ([pgs. 3-5, see Table 2 "Main Ideas and Supporting Details"](#))
- *Hawai'i Career Ready Study*. (2007). Commissioned by the Hawai'i P-20 Initiative. ([see sample task "Review Commercial Real Estate Loan Application."](#) Banking/Loan Officer; [see sample task "Review claim letter."](#) Insurance/Claims Agent)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:
 1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) ([see 30.2.1.2.a](#))

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2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) ([see B6, B7](#))
 3. **Ireland:** *Leaving Certificate/English Syllabus* for Higher Level and Ordinary Level (≈ Grades 10-11) ([see 5.4.a, Higher](#); [5.5.a, Ordinary](#))
 4. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 ([see 1.4, Grade 12 Reading & Literature Studies](#))
- A counterpart of this standard also appears in the English language arts standards of the following:
 1. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) ([see 8.1.d, 8.2.d, 8.3.c](#))
 - Organization for Economic Cooperation and Development. (2006). *PISA 2006: Science Competencies for Tomorrow's World, Vol. 1* (see pg. 293, [Reading Proficiency Levels 2 and 4](#)) (PISA 2006, Vol. 1, [full PDF](#))
 - Organization for Economic Cooperation and Development. (2003). *The PISA 2003 Assessment Framework: Mathematics, Reading, Science and Problem Solving Knowledge and Skills*. Paris, France: Organization for Economic Cooperation and Development. ([pgs. 112-115, esp. pg.114 "Retrieving Information"](#))

Illustrative Alignment with State and Other Standards

- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities*. ([see Reading Competencies, Comprehension and Retention, bullet 14](#))
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success*. Eugene, OR: Center for Educational Policy Research. ([see 1.A.2](#))
- A counterpart of this standard appears in the English language arts standards from the following states:
 1. **California:** *English-Language Arts Content Standards for California Public Schools*. ([see 2.5, Grades 11-12, 2.0 Reading Comprehension Grades 11-12, 2.2.a-e Writing Applications Grades 11-12](#))
 2. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. ([see General Standard 8: Understanding a Text, General Standard 12: Fiction, General Standard 13: Nonfiction](#))

U.S. Dept. of Education. (2009). *Reading Framework for the National Assessment of Educational Progress 2009*. Washington, DC: National Assessment Governing Board. ([see "Locate and Recall," see "Integrate and Interpret," see Basic and Advanced – Literary; Proficient – Informational](#))

Reading 2. Support or challenge assertions about the text by citing evidence in the text explicitly and accurately.

College Readiness

- Achieve, Inc. (2004). *The American Diploma Project, Ready or Not: Creating a High School Diploma that Counts*. Washington, DC: Achieve, Inc. ([see sample post-secondary assignment #6, pgs. 102-103](#))

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices*. New York, NY: College Entrance Examination Board (see pg. 7- skills rated by importance to post-secondary instructors- [skill #7 "Justifying a personal interpretation of a text through specific references"](#))
- ACT. (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. ([pgs. 44-45](#), these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, [see skills #4 and #15](#)).
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board ([see pgs. 51-54](#), and [sample exam expectations for literature beginning on 56](#)).
- *AP European and World History Course Descriptions* (2009), New York, NY: College board ([see pgs. 21-24](#) in AP European History for document-based question expectations). AP 5 high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:
 1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) ([see 10/20/30 2.3.2.b](#) and [30.3.2.3.c](#))
 2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) ([see B8](#))
 3. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 ([see 1.4 & 1.7](#), Grade 12 Reading & Literature Studies)
 4. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) ([see Unit 1, Outcome 1, Key Skill 4; Unit 3, Outcome 1, Key Skill 3](#))
- A counterpart of this standard also appears in the English language arts standards of the following :
 1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) ([see 2.2.d](#))
- Organization for Economic Cooperation and Development. (2006). *PISA 2006: Science Competencies for Tomorrow's World, Vol. 1* (see pg. 289, example PISA item "Graffiti") (PISA 2006, Vol. 1 [full PDF](#))
- Organization for Economic Cooperation and Development. (2003). *The PISA 2003 Assessment Framework: Mathematics, Reading, Science and Problem Solving Knowledge and Skills*. Paris, France: Organization for Economic Cooperation and Development. ([see pg. 115, "Reflecting on and Evaluating the Content of a Text"](#))

Illustrative Alignment with State and Other Standards

- U.S. Dept. of Education. (2009). *Reading Framework for the 2009 National Assessment of Educational Progress*. Washington, DC: National Assessment Governing Board. ([see Proficient-Informational bullet 1](#))
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success*. Eugene, OR: Center for Educational Policy Research. ([see I.A.2](#))
- A counterpart of this standard appears in the English language arts standards from the following states:

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

1. **California:** *English-Language Arts Content Standards for California Public Schools*. ([see 2.4. Reading Comprehension Grades 11-12](#); [2.2.b. Grades 9-10, 3.2 Literary Response and Analysis Grades 11-12, 2.2.c Writing Applications Grades 11-12](#))
2. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. ([see 8.30, General Standard 11: Theme, 11.5, 11.7; General Standard 13: Nonfiction; General Standard 15: Style and Language](#))

Reading 3. Discern the most important ideas, events, or information, and summarize them accurately and concisely.

College Readiness

- Achieve, Inc. (2004). *The American Diploma Project, Ready or Not: Creating a High School Diploma that Counts*. Washington, DC: Achieve, Inc. ([see sample post-secondary assignment #4, pgs. 98-99](#))
- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices*. New York, NY: College Entrance Examination Board (see pg. 7- skills rated by importance to post-secondary instructors- [skill #1 "Identifying and/or summarizing the theme or central argument of a text," skill #4 "Understanding and paraphrasing points made in a text"](#))
- ACT (2006), *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. ([pgs. 44-45](#), these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, [see skills #1, #2, #3, #6](#)).
- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis*. ([see Informational Text 2](#). Survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *Florida American Diploma Project Survey Results*. ([see row 9](#). Survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board ([see pgs. 51-54](#), and [sample exam expectations for literature beginning on 56](#)).

Career Readiness

- Achieve, Inc. (2004). *The American Diploma Project, Ready or Not: Creating a High School Diploma that Counts*. Washington, DC: Achieve, Inc. ([Workplace Task #5, pg. 82-83](#))
- *The American Diploma Project Workplace Study*. (2002). Washington, DC: National Alliance of Business. ([See point 3 on pg. 13](#); data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)
- ACT. (2006). *Ready for College and Ready for Work: Same or Different?* Iowa City, IA: ACT. ([pgs. 3-5, see Table 2 "Main Ideas and Supporting Details"](#))

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

1. **Alberta, Canada:** *English Language Arts Curriculum Outcomes*, 2003 (Grades 10-12) ([see 20.2.1.2.b](#))
 2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) ([see B6, B7](#))
 3. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) ([see Reading bullet 2](#))
 4. **Ireland:** *Leaving Certificate/English Syllabus for Higher Level and Ordinary Level* (≈Grades 10-11) ([see 4.1.1.a; 4.1.1.c](#))
 5. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) ([see 1.3, Grade 12 Reading & Literature Studies](#))
- A counterpart of this standard also appears in the English language arts standards of the following :
 1. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈Grades 10-11) ([see 8.1.b, 8.2.b, 8.3.a](#))
 - Organization for Economic Cooperation and Development. (2006). *PISA 2006: Science Competencies for Tomorrow's World, Vol. 1* (see pg. 291, example PISA item "Runners") (PISA 2006, Vol. 1 [full PDF](#))
 - Organization for Economic Cooperation and Development. (2003). *The PISA 2003 Assessment Framework: Mathematics, Reading, Science and Problem Solving Knowledge and Skills*. Paris, France: Organization for Economic Cooperation and Development. ([see pg. 114, "Forming a Broad General Understanding"](#))

Illustrative Alignment with State and Other Standards

- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities*. ([see Making the Reading/Writing Connection bullet 2; Reading Competencies, Comprehension and Retention bullets 1, 2 and 5](#))
- A counterpart of this standard appears in the English language arts standards from the following states:
 1. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. ([see General Standard 8: Understanding a Text](#))
- U.S. Dept. of Education. (2009). *Reading Framework for the National Assessment of Educational Progress 2009*. Washington, DC: National Assessment Governing Board. ([see "Locate and Recall", see Basic-Informational bullet 1](#))

Reading 4. Delineate the main ideas or themes in the text and the details that elaborate them.

College Readiness

- Achieve, Inc. (2004). *The American Diploma Project, Ready or Not: Creating a High School Diploma that Counts*. Washington, DC: Achieve, Inc. ([see sample post-secondary assignment #4, pgs. 98-99](#))

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- ACT (2006), *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. ([pgs. 44-45](#), these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, [see skills #1, #2, #3, #6](#)).
- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis*. ([see Informational Text 2](#). Survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *Florida American Diploma Project Survey Results*. ([see row 9](#). Survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board ([see pgs. 51-54](#), and [sample exam expectations for literature beginning on 56](#)).

Career Readiness

- Achieve, Inc. (2004). *The American Diploma Project, Ready or Not: Creating a High School Diploma that Counts*. Washington, DC: Achieve, Inc. ([Workplace Task #5, pg. 82-83](#))
- *The American Diploma Project Workplace Study*. (2002). Washington, DC: National Alliance of Business. ([See point 2, page 12](#); data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)
- ACT. (2006). *Ready for College and Ready for Work: Same or Different?* Iowa City, IA: ACT. ([pgs. 3-5, see Table 2 “Main Ideas and Supporting Details”](#))

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:
 1. **Alberta, Canada:** *English Language Arts Curriculum Outcomes*, 2003 (Grades 10-12) ([see 20.2.1.2.b; 10/20/30.2.3.2.f](#))
 2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package, Prescribed Learning Outcomes*, 2007 (Grade 12) ([see B6, B7](#))
 3. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) ([see Reading bullet 2](#))
 4. **Ireland:** *Leaving Certificate/English Syllabus for Higher Level and Ordinary Level* (≈Grades 10-11) ([see 4.1.1.a](#))
 5. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) ([see 1.3](#) and [1.6](#), Grade 12 Reading & Literature Studies)
 6. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈Grades 11-12) ([see Unit 1, Outcome 1, Key Knowledge 1; Unit 2, Outcome 1, Key Skill 2; Unit 3, Outcome 2, Key Knowledge 2](#))
- A counterpart of this standard also appears in the English language arts standards of the following:
 1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈Grades 10-11) ([see 1.4.a-b](#))
 2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈Grades 10-11)
(Did not participate in PISA) ([see 8.1.b-c, 8.2.b; 9.1.c](#))

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- Organization for Economic Cooperation and Development. (2006). *PISA 2006: Science Competencies for Tomorrow's World, Vol. 1* (see pg. 291, example PISA item "Runners") (PISA 2006, Vol. 1 [full PDF](#))
- Organization for Economic Cooperation and Development. (2003). *The PISA 2003 Assessment Framework: Mathematics, Reading, Science and Problem Solving Knowledge and Skills*. Paris, France: Organization for Economic Cooperation and Development. ([see pg. 114, "Forming a Broad General Understanding"](#))

Illustrative Alignment with State and Other Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up*. (2008). Washington, DC: Achieve. 2008. ([see pg. 17, F2 - in 12 of 12 states analyzed](#))
- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities*. ([see Reading Competencies, Comprehension and Retention bullets 5 and 6, Listening](#))
- A counterpart of this standard appears in the English language arts standards from the following states:
 1. **Massachusetts:** English Language Arts Curriculum Framework, June 2001. ([see General Standard 8: Understanding a Text, 8.30; General Standard 11: Theme, 11.5, 11.6, 11.7](#))
- U.S. Dept. of Education. (2009). *Reading Framework for the National Assessment of Educational Progress 2009*. Washington, DC: National Assessment Governing Board. ([see "Locate and Recall", see 12th Grade](#))

Reading 5. **Determine when, where, and why events unfold in the text, and explain how they relate to one another.**

College Readiness

- ACT. (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. ([pgs. 44-45](#), these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, [see skills #11, #14, #21, #24](#)).
- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis*. ([see Informational Text 6](#). Survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10.)
- *Florida American Diploma Project Survey Results*. ([see row 20](#). Survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board ([see pgs. 51-54](#), and [sample exam expectations for literature beginning on 56](#)).

Career Readiness

- ACT. (2006). *Ready for College and Ready for Work: Same or Different?* Iowa City, IA: ACT. ([pgs. 3-5, see Table 2 "Sequential, Comparative, and Cause-Effect Relationships"](#))

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- *The American Diploma Project Workplace Study*. (2002). Washington, DC: National Alliance of Business. ([see points 1 and 2, page 12](#); data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:
 1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) ([see 30.2.1.2.b](#))
 2. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) ([see AI 2.0.1](#))
 3. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) ([see Reading bullets 3 and 10; Language Development bullet 2, dash 2](#))
 4. **Ireland:** *Leaving Certificate/English Syllabus* for Higher Level and Ordinary Level (≈ Grades 10-11) ([see 4.2.1.b, Higher Level](#))
 5. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) ([see 1.6, Grade 12 Reading & Literature Studies](#))
- A counterpart of this standard also appears in the English language arts standards of the following :
 1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) ([see 2.2.a; 2.2.k](#))
- Organization for Economic Cooperation and Development. (2006). *PISA 2006: Science Competencies for Tomorrow's World, Vol. 1* (see pg. 293, [Reading Proficiency Level 3](#))(PISA 2006, Vol. 1 [full PDF](#))
- Organization for Economic Cooperation and Development. (2003). *The PISA 2003 Assessment Framework: Mathematics, Reading, Science and Problem Solving Knowledge and Skills*. Paris, France: Organization for Economic Cooperation and Development. ([pg. 115, "Developing an Interpretation"](#))

Illustrative Alignment with State and Other Standards

- U.S. Dept. of Education. (2009). *Reading Framework for the 2009 National Assessment of Educational Progress*. Washington, DC: National Assessment Governing Board. ([see Proficient – Literary bullet 2](#))
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success*. Eugene, OR: Center for Educational Policy Research. ([see I.A.4](#))
- A counterpart of this standard appears in the English language arts standards from the following states:
 1. **California:** *English-Language Arts Content Standards for California Public Schools*. ([see 3.6, Reading Comprehension Grades 9-10](#))
 2. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. ([see General Standard 13: Nonfiction, 13.25, 13.27](#))

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Reading 6. Analyze the traits, motivations, and thoughts of individuals in fiction and nonfiction based on how they are described, what they say and do, and how they interact.

College Readiness

- ACT (2008) *College Readiness Standards*. Iowa City IA ([see p. 21: Sequential, Comparative, and Cause-Effect Relationships](#))
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board ([see pgs. 51-54](#), and [sample exam expectations for literature beginning on 56](#)).

Career Readiness

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:
 1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see [30.2.1.2.d](#); [30.2.3.1.c](#); [20/30.2.3.2.d](#); [10/20/30.5.1.1.c](#))
 2. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) ([see Unit 1, Outcome 1, Key Knowledge 1](#))
- A counterpart of this standard also appears in the English language arts standards of the following :
 1. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see [9.2.d](#); [8.2.d](#))

Illustrative Alignment with State and Other Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up*. (2008). Washington, DC: Achieve. 2008. ([see pg. 17, H8– in 9 of 12 states analyzed](#))
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success*. Eugene, OR: Center for Educational Policy Research. ([see I.A.4](#))
- U.S. Dept. of Education. (2009). *Reading Framework for the National Assessment of Educational Progress 2009*. Washington, DC: National Assessment Governing Board. ([see Proficient bullets 1 and 3 and Advanced bullet 3- Literary, see “Integrate and Interpret”](#))
- A counterpart of this standard appears in the English language arts standards from the following states:
 1. **California:** *English-Language Arts Content Standards for California Public Schools* ([see Reading 3.3, 3.4, grades 9-10](#))

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

Reading 7. Determine what is meant by words and phrases in context, including connotative meanings and figurative language.

College Readiness

- Achieve, Inc. (2004). *The American Diploma Project, Ready or Not: Creating a High School Diploma that Counts*. Washington, DC: Achieve, Inc. ([see sample post-secondary assignment #6, pgs. 102-103](#))
- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices*. New York, NY: College Entrance Examination Board (see pg. 7- skills rated by importance to post-secondary instructors- [skill #8 "Determining the meaning of unfamiliar words from context,"](#) [skill #18 "Understanding figurative language..."](#))
- ACT. (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. ([pgs. 44-45](#), these data have been re-sorted to clarify which skills are most important to post-secondary instructors, [see skill #7, skill #19](#)).
- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis*. ([See Language 4](#). Survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board ([see pgs. 51-54](#), and [sample exam expectations for literature beginning on 56](#)).

Career Readiness

- ACT (2006). *Ready for College and Ready for Work: Same or Different?* Iowa City, IA: ACT. ([pgs. 3-5, see Table 2 "Meaning of Words"](#))
- ACT (2009) See [ACT WorkKeys "Reading for Information" Level 5 requirements](#) (Level 5 is workplace training and college ready).
- *The American Diploma Project Workplace Study*. (2002). Washington, DC: National Alliance of Business. ([see pg. 11, point d](#); data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:
 1. **Alberta, Canada:** *English Language Arts Curriculum Outcomes*, 2003 (Grades 10-12) ([see 20.2.1.2.f](#))
 2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) (see [B6](#); [B13](#))
 3. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) ([see AI 2.CC.1](#))
 4. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) ([Listening, bullet 8](#); [Reading, bullets 1 and 12](#))
 5. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12, [see 3.1-3.3, Reading and Literature Studies](#))

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6. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) ([see Unit 2. Outcome 1. Key Knowledge 4](#))
- A counterpart of this standard also appears in the English language arts standards of the following:
 1. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) ([see 7.d](#))

Illustrative Alignment with State and Other Standards

- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities*. ([see Reading Competencies, Comprehension and Retention bullet 15; Listening bullet 3](#))
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success*. Eugene, OR: Center for Educational Policy Research. ([see I.B.3](#))
- U.S. Dept. of Education. (2009). *Reading Framework for the National Assessment of Educational Progress 2009*. Washington, DC: National Assessment Governing Board. ([see "Vocabulary Assessment on the 2009 Reading Assessment." see pg. 47 "Preliminary Achievement Levels: Vocabulary"](#))
- A counterpart of this standard appears in the English language arts standards from the following states:
 1. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. ([General Standard 4: Vocabulary and Concept Development. 4.23](#))

Reading 8. Analyze how specific word choices shape the meaning and tone of the text.

College Readiness

- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices*. New York, NY: College Entrance Examination Board (see pg. 7- skills rated by importance to post-secondary instructors- [skill #14: "Understanding words that have multiple definitions," skill #17: "Distinguishing between connotative and denotative meanings of words," skill #20: "Identifying the tone of the text."](#))
- ACT. (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. ([pgs. 44-45](#), these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, [see skills #7, #10, and #19](#)).
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board ([see pgs. 51-54](#), and [sample exam expectations for literature beginning on 56](#)).

Career Readiness

Illustrative International Benchmarks

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:
 1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) ([see 30.2.1.2.f](#); [20.2.1.2.e](#); [30.2.2.2.b and c](#))
 2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) ([see B13](#))
 3. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) ([see AI 2.CC.1](#); [AI 5.CC.3](#))
 4. **Ireland:** *Leaving Certificate/English Syllabus* for Higher Level and Ordinary Level (≈ Grades 10-11) ([see 4.3.1.a](#); [4.1.1.h](#))
 5. **New South Wales, Australia:** *English Stage 6 Syllabus*, 1999 (Grades 11-12) [Outcome 4: C-4, 4.1, 4.2, 4.3, HSC](#); [C-4, 4.1, 4.2, Preliminary](#) and [C-7.1, Preliminary](#))
 6. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) ([see 2.3, Grade 12 Reading and Literature](#))
 7. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) ([see Unit 3, Outcome 2, Key Knowledge 1](#))
- A counterpart of this standard also appears in the English language arts standards of the following :
 1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) ([see 2.2.j](#); [2.2.m](#))
 2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) ([see 6.b](#))
- Organization for Economic Cooperation and Development. (2006). *PISA 2006: Science Competencies for Tomorrow's World, Vol. 1* (see pg. 289, example PISA item “Graffiti”) (PISA 2006, Vol. 1 [full PDF](#)).

Illustrative Alignment with State and Other Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up*. (2008). Washington, DC: Achieve. 2008. ([see pg. 17, A6- in 11 of 12 states analyzed](#))
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success*. Eugene, OR: Center for Educational Policy Research. ([see I.C.3](#))
- A counterpart of this standard appears in the English language arts standards from the following states:
 1. **California:** *English-Language Arts Content Standards for California Public Schools* ([see 2.2 Reading Comprehension Grades 11-12](#); [3.3 Literary Response and Analysis Grades 11-12](#), [2.2.d Writing Applications Grades 11-12](#))
 2. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. ([see 14.6](#); and [General Standard 15: Style and Language, 15.7, 15.10](#))

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- U.S. Dept. of Education. (2009). *Reading Framework for the National Assessment of Educational Progress 2009*. Washington, DC: National Assessment Governing Board. ([see Proficient - Literary bullet 4](#), [see "Critique and Evaluate"](#))

Reading 9. Analyze how the text's organizational structure presents the argument, explanation, or narrative.

College Readiness

- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board ([see pgs. 51-54](#), and [sample exam expectations for literature beginning on 56](#)).
- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices*. New York, NY: College Entrance Examination Board (see pg. 7- skills rated by importance to post-secondary instructors- [skill #3 "Understanding organizational strategies such as introduction, supporting examples, summary"](#))
- ACT. (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. ([pgs. 44-45](#), these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, [see skills #1, #2, #6, #10, #12](#)).

Career Readiness

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:
 1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) ([see 30.2.2.1.a; 30.2.2.1.c](#))
 2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) ([see B12](#))
 3. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) ([see AI 2.CC.1](#))
 4. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) ([see Reading, bullet 10](#))
 5. **Ireland:** *Leaving Certificate/English Syllabus* for Higher Level and Ordinary Level (≈ Grades 10-11) (see [4.2.1.b](#); [4.4.1.c](#); [4.1.1.h](#); [5.5.b, Ordinary Level](#); [5.4.c, Higher Level](#))
 6. **New South Wales, Australia:** *English Stage 6 Syllabus*, 1999 (Grades 11-12) (see [Outcome 4](#); [C-4, 4.1, 4.2, Preliminary](#))
 7. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) ([see 1.6, Grade 12 Reading and Literature](#))
 8. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see [Unit 4, Outcome 2, Key Knowledge 1 and Skill 1](#); [Unit 1, Outcome 1, Key Skills 1 and 4](#); [Unit 1, Outcome 2, Key Knowledge 1 and 2](#); [Unit 2, Outcome 1, Key Knowledge 2 and 4 and Skill 1](#); [Unit 3, Outcome 1, Key Knowledge 2 and Skill 1](#); [Unit 2, Outcome 3, Key Knowledge 2](#))

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- A counterpart of this standard also appears in the English language arts standards of the following :
 1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) ([see 2.2.1 and 2.2.k](#))
 2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see [6.b, 7.c](#))
- Organization for Economic Cooperation and Development. (2003). *The PISA 2003 Assessment Framework: Mathematics, Reading, Science and Problem Solving Knowledge and Skills*. Paris, France: Organization for Economic Cooperation and Development. ([pg. 116, “Reflecting on and Evaluating the Form of a Text”](#))
- Organization for Economic Cooperation and Development. (2006). *PISA 2006: Science Competencies for Tomorrow’s World, Vol. 1* (See pg. 289, example PISA item “Graffiti”) (PISA 2006, Vol. 1 [full PDF](#))

Illustrative Alignment with State and Other Standards

- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success*. Eugene, OR: Center for Educational Policy Research. ([see I.C.3](#))
- A counterpart of this standard appears in the English language arts standards from the following states:
 1. **California:** *English-Language Arts Content Standards for California Public Schools* ([see Reading 2.2](#), grades 11-12)
 2. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. ([see General Standard 13: Nonfiction 13.25, 13.27](#))
- U.S. Dept. of Education. (2009). *Reading Framework for the National Assessment of Educational Progress 2009*. Washington, DC: National Assessment Governing Board. ([see “Critique and Evaluate”](#))

Reading 10. Analyze how specific details and larger portions of the text contribute to the meaning of the text.

College Readiness

- Achieve, Inc. (2004). *The American Diploma Project, Ready or Not: Creating a High School Diploma that Counts*. Washington, DC: Achieve, Inc. ([see sample post-secondary assignment #4, pgs. 98-99](#))
- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices*. New York, NY: College Entrance Examination Board (see pg. 7- skills rated by importance to post-secondary instructors- [skill #6 “Identifying the purpose of a portion of the text”](#))
- ACT. (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. ([pgs. 44-45](#), these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, [see skills #1, #2, #10, #12, #16](#)).

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis.* ([see Informational Text 2](#). Survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *Florida American Diploma Project Survey Results.* ([see row 9](#). Survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board ([see pgs. 51-54](#), and [sample exam expectations for literature beginning on 56](#)).

Career Readiness

- ACT. (2006). *Ready for College and Ready for Work: Same or Different?* Iowa City, IA: ACT. ([pgs. 3-5, see Table 2 “Main Ideas and Supporting Details”](#))

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:
 1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) ([see 30.2.1.2.b; 10/20/30.2.3.2.f](#))
 2. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) ([see AI 2.0.1](#))
 3. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) ([see 1.6, Grade 12 Reading & Literature Studies](#))
- A counterpart of this standard also appears in the English language arts standards of the following:
 1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) ([see 1.4.a](#))
 2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) ([see 8.1.c](#))
- Organization for Economic Cooperation and Development. (2006). *PISA 2006: Science Competencies for Tomorrow's World, Vol. 1* (see pg. 293, [Reading Proficiency Level 3](#)) (PISA 2006, Vol. 1 [full PDF](#))
- Organization for Economic Cooperation and Development. (2003). *The PISA 2003 Assessment Framework: Mathematics, Reading, Science and Problem Solving Knowledge and Skills*. Paris, France: Organization for Economic Cooperation and Development. ([see pgs. 112-115, esp. pg.114 “Retrieving Information,” and “Forming a Broad General Understanding”](#))

Illustrative Alignment with State and Other Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up.* (2008). Washington, DC: Achieve. 2008. ([see pg. 17, F2- in 12 of 12 states analyzed](#))
- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and*

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

Universities. ([see Reading Competencies, Comprehension and Retention bullet 6; Reading Competencies, Depth of Understanding bullet 4](#))

- U.S. Dept. of Education. (2009). *Reading Framework for the National Assessment of Educational Progress 2009*. Washington, DC: National Assessment Governing Board. ([see "Locate and Recall"](#), [see "Integrate and Interpret"](#))
- A counterpart of this standard appears in the English language arts standards from the following states:
 1. **California:** *English-Language Arts Content Standards for California Public Schools*. ([see 2.2.a-e, Writing Applications Grades 11-12](#))
 2. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. ([see General Standard 8: Understanding a Text, 8.33, 8.34, General Standard 15: Style and Language, 15.8](#))

Reading 11. Synthesize data, diagrams, maps, and other visual elements with words in the text to further comprehension.

College Readiness

- Achieve, Inc. (2004). *The American Diploma Project, Ready or Not: Creating a High School Diploma that Counts*. Washington, DC: Achieve, Inc. ([see sample post-secondary assignment #2, pgs. 92-93; sample post-secondary assignment #3, pgs. 94-97](#))
- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis*. ([see Informational Text 5](#). Survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *Florida American Diploma Project Survey Results*. ([see Row 28](#). Survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)

Career Readiness

- Achieve, Inc. (2004). *The American Diploma Project, Ready or Not: Creating a High School Diploma that Counts*. Washington, DC: Achieve, Inc. ([Workplace Tasks #1-4, pgs. 74-81.](#))
- *The American Diploma Project Workplace Study*. (2002). Washington, DC: National Alliance of Business. ([See point 2, page 12](#); data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)
- ACT. (2006). *Ready for College and Ready for Work: Same or Different?* Iowa City, IA: ACT. ([pgs. 3-5, see Table 3 "Data Representation and Statistical Thinking"- WorkKeys Column, Skill 3](#))
- *Hawai'i Career Ready Study*. (2007). Commissioned by the Hawai'i P-20 Initiative. ([see sample task "Build wall frame and building ramp."](#) Construction/Carpenter; [sample task "Draft memo to all employees."](#) Hotel/Guest Services Manager; [see also F5 for the occupational tasks for which this skill is important.](#))

Illustrative International Benchmarks

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:
 1. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) (see [B12](#))
 2. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see [Numeracy Skills. Senior Secondary. bullet 2 and 1 and 2](#))
 3. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) ([see 2.1. Grade 12 Reading and Literature](#))
- A counterpart of this standard also appears in the English language arts standards of the following :
 1. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) ([see 7.a](#))
- Organization for Economic Cooperation and Development. (2006). *PISA 2006: Science Competencies for Tomorrow's World, Vol. 1* (see pg. 290, example PISA item "Lake Chad," and pg. 288 example PISA item "Labour") (PISA 2006, Vol. 1 [full PDF](#))
- Organization for Economic Cooperation and Development. (2003). *The PISA 2003 Assessment Framework: Mathematics, Reading, Science and Problem Solving Knowledge and Skills*. Paris, France: Organization for Economic Cooperation and Development. ([pgs. 110-111. "Non-Continuous Texts"](#))

Illustrative Alignment with State and Other Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up*. (2008). Washington, DC: Achieve. 2008. ([see pg. 17, F5- in 12 of 12 states analyzed](#))
- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities*. ([see Reading Competencies bullet 1](#))
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success*. Eugene, OR: Center for Educational Policy Research. ([see I.F.1 and I.F.2](#))
- U.S. Dept. of Education. (2009). *Reading Framework for the National Assessment of Educational Progress 2009*. Washington, DC: National Assessment Governing Board. ([see "Procedural Texts and Documents", see "Integrate and Interpret"](#))
- A counterpart of this standard appears in the English language arts standards from the following states:
 1. **California:** *English-Language Arts Content Standards for California Public Schools* ([see 2.1. Reading Comprehension Grades 9-10](#))

Reading 12. Extract key information efficiently in print and online using text features and search techniques.

College Readiness

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis.* ([see Research 2](#). Survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *Florida American Diploma Project Survey Results.* ([see Row 10](#). Survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)

Career Readiness

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:
 1. **Alberta, Canada:** *English Language Arts Curriculum Outcomes*, 2003 (Grades 10-12) ([see 10/20/30.3.2.1.b](#), [10/20/30.2.1.4.a](#))
 2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package, Prescribed Learning Outcomes*, 2007 (Grade 12) ([see B6](#))
 3. **Finland:** *National Core Curriculum for Upper Secondary Schools for Mother Tongue and Literature*, Finnish as the mother tongue, 2003 (\approx Grades 10-12) ([see AI 2.0.4](#))
- A counterpart of this standard also appears in the English language arts standards of the following :
 1. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (\approx Grades 10-11) ([see 9.1.a](#), [8.1.b](#))

Illustrative Alignment with State and Other Standards

- A counterpart of this standard appears in the English language arts standards from the following states:
 1. **California:** *English-Language Arts Content Standards for California Public Schools* ([see 2.1, Reading Comprehension Grades 9-10](#))

Reading 13. Ascertain the origin, credibility, and accuracy of print and online sources.

College Readiness

- ACT. (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. ([pgs. 44-45](#), these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, [see skill #5](#)).
- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis.* ([see Research 3](#). Survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *Florida American Diploma Project Survey Results.* ([see row 18](#). Survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

Career Readiness

- Achieve, Inc. (2004). *The American Diploma Project, Ready or Not: Creating a High School Diploma that Counts*. Washington, DC: Achieve, Inc. ([see sample Workplace Task #5](#), [see sample Workplace Task #6](#), pg. 82-85)
- *The American Diploma Project Workplace Study*. (2002). Washington, DC: National Alliance of Business. ([see point 4 on pg. 13](#); data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:
 1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) ([see 10/20/30.3.2.2.a](#), [10/20/30.3.2.2.c](#), [10/20/30.3.2.2.d](#))
 2. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) ([see AI 2.0.4](#))
 3. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) ([see 1.5. Grade 12 Writing](#))
- A counterpart of this standard also appears in the English language arts standards of the following:
 1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) ([see 2.2.f](#))
 2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) ([see 9.1.f](#))

Illustrative Alignment with State and Other Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up*. (2008). Washington, DC: Achieve. 2008. ([see pg. 17, E4- in 12 of 12 states analyzed](#))
- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities*. ([see Writing Competencies – Style/Expression bullet 4](#) and [Technological Competencies bullet 7](#))
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success*. Eugene, OR: Center for Educational Policy Research. ([see III.B.5](#) and [III.B.7*](#))
- A counterpart of this standard appears in the English language arts standards from the following states:
 1. **California:** *English-Language Arts Content Standards for California Public Schools* (see [2.3. Reading Comprehension, Grades 11-12](#), [2.4. Writing Applications Grades 11-12](#))
- U.S. Dept. of Education. (2009). *Reading Framework for the National Assessment of Educational Progress 2009*. Washington, DC: National Assessment Governing Board. ([see "Multiple Texts"](#))

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

Reading 14. Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing whether the evidence provided is relevant and sufficient.

College Readiness

- Achieve, Inc. (2004). *The American Diploma Project, Ready or Not: Creating a High School Diploma that Counts*. Washington, DC: Achieve, Inc. ([see sample post-secondary assignment #5, pgs. 100-101](#))
- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices*. New York, NY: College Entrance Examination Board (see pg. 7- skills rated by importance to post-secondary instructors- [skill #5 “Distinguish fact from opinion,” skill #10 “Identifying logical flaws or discrepancies in an author’s argument”](#))
- ACT. (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. ([pgs. 44-45](#), these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, [see skills #5, #8, #9, #12, #17, #18, #20](#)).
- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis*. ([see Logic 4](#). Survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board ([see pgs. 51-54](#), and [sample exam expectations for literature beginning on 56](#)).
- *AP European and World History Course Descriptions* (2009), New York, NY: College Board ([see pgs. 21-24](#) in AP European History for document-based question expectations). AP World and U.S. History also have these expectations.

Career Readiness

- Achieve, Inc. (2004). *The American Diploma Project, Ready or Not: Creating a High School Diploma that Counts*. Washington, DC: Achieve, Inc. ([see sample workplace task #6, pg. 84-85](#))
- *The American Diploma Project Workplace Study*. (2002). Washington, DC: National Alliance of Business. ([see point 4 on pg. 13](#) and [point 2 on pg. 18](#); data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:
 1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see [30.3.2.2.d, 10/20/30/3.2.2.c](#))
 2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) ([see B9](#))

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

3. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) ([see AI 4.CC.1 and 3](#))
 4. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) ([see Reading bullets 4, 6, 7 and 13](#); [Critical Thinking bullets 1 and 5](#))
 5. **Ireland:** *Leaving Certificate/English Syllabus* for Higher Level and Ordinary Level (≈ Grades 10-11) ([see 4.2.1.a-c](#))
 6. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) ([see Unit 2, Outcome 3, Key Knowledge 1 and Skills 1 and 2](#); [Unit 3, Outcome 2, Key Knowledge 2](#))
- A counterpart of this standard also appears in the English language arts standards of the following :
 1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see [1.4.c](#) and [2.2.f](#))
 2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) ([see 9.1.e, 7.c](#))
 - Organization for Economic Cooperation and Development. (2006). *PISA 2006: Science Competencies for Tomorrow's World, Vol. 1* (See pg. 289, example PISA item "Graffiti") (PISA 2006, Vol. 1 [full PDF](#))
 - Organization for Economic Cooperation and Development. (2003). *The PISA 2003 Assessment Framework: Mathematics, Reading, Science and Problem Solving Knowledge and Skills*. Paris, France: Organization for Economic Cooperation and Development. ([pg. 115, "Reflecting on and Evaluating the Content of a Text"](#))

Illustrative Alignment with State and Other Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up*. (2008). Washington, DC: Achieve. 2008. ([see pg. 17, E4– in 12 of 12 states analyzed](#))
- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities*. ([see Fostering Habits of Mind Essential for Success bullet 5](#))
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success*. Eugene, OR: Center for Educational Policy Research. ([see III.B.7*](#))
- A counterpart of this standard appears in the English language arts standards from the following states:
 1. **California:** *English-Language Arts Content Standards for California Public Schools* ([see Reading 2.8, grades 9-10](#); [Reading 2.0 and 2.6, grades 11-12](#))
 2. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. ([see 8.31 and 8.34, and 13.24, 13.26; and General Standard 13: Nonfiction](#))
- U.S. Dept. of Education. (2009). *Reading Framework for the National Assessment of Educational Progress 2009*. Washington, DC: National Assessment Governing Board. ([see Proficient bullet 5 and Advanced bullets 1, 3 and 5 – Informational, see "Critique and Evaluate"](#))

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

Reading 15. Analyze how two or more texts with different styles, points of view, or arguments address similar topics or themes.

College Readiness

- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices*. New York, NY: College Entrance Examination Board (see pg. 7- skills rated by importance to post-secondary instructors- [skill #19 "Comparing and contrasting two texts"](#))
- ACT. (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. ([pgs. 44-45](#), these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, [see skill #25](#)).
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board ([see pgs. 51-54](#), and [sample exam expectations for literature beginning on 56](#)).
- *AP European and World History Course Descriptions* (2009), New York, NY: College board ([see pgs. 21-24](#) in AP European History for document-based question expectations). AP World and U.S. History also have these expectations.
- *Florida American Diploma Project Survey Results*. ([see row 23](#). Survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)

Career Readiness

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:
 1. **Ireland:** *Leaving Certificate/English Syllabus* for Higher Level and Ordinary Level (≈ Grades 10-11) ([see 5.5.d. Ordinary](#); [4.4.1.f](#) and [5.4.d. Higher](#))
 2. **New South Wales, Australia:** *English Stage 6 Syllabus*, 1999 (Grades 11-12) ([see Outcome 2](#); [C-2, 2.1, 2.2, 2.3, Preliminary](#); [C-1.1, C-2, 2.1, 2.2, 2.3, HSC](#))
 3. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) ([see 1.6. Grade 12 Oral Communication](#))
- A counterpart of this standard also appears in the English language arts standards of the following :
 1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) ([see 2.2.m and 2.2.n, 1.4.b](#))
- Organization for Economic Cooperation and Development. (2003). *The PISA 2003 Assessment Framework: Mathematics, Reading, Science and Problem Solving Knowledge and Skills*. Paris, France: Organization for Economic Cooperation and Development. ([pg. 115, "Developing an Interpretation"](#))

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

Illustrative Alignment with State and Other Standards

- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities*. ([see Making the Reading/Writing Connection bullet 4](#))
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success*. Eugene, OR: Center for Educational Policy Research. ([see I.C.5](#))
- A counterpart of this standard appears in the English language arts standards from the following states:
 1. **California:** *English-Language Arts Content Standards for California Public Schools* ([see 3.5. Reading Comprehension grades 9-10, 2.4.b Writing Applications Grades 11-12](#))
 2. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. ([see 10.5, 11.7, 15.10](#))
- U.S. Dept. of Education. (2009). *Reading Framework for the National Assessment of Educational Progress 2009*. Washington, DC: National Assessment Governing Board. ([see Advanced - Literary bullet 4, see "Multiple Texts", see "Integrate and Interpret"](#))

Reading 16. Draw upon relevant prior knowledge to enhance comprehension, and note when the text expands on or challenges that knowledge.

College Readiness

Career Readiness

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:
 1. **Alberta, Canada:** *English Language Arts Curriculum Outcomes*, 2003 (Grades 10-12) ([see 10/20/30.2.1.3.a, 20.2.1.3.a, 30.2.1.3.b, 30.3.2.3.a, 10/20/30.2.1.1.d](#))
 2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package, Prescribed Learning Outcomes*, 2007 (Grade 12) ([see B5](#))
 3. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 ([see 1.2](#) and [1.5](#) Grade 12 Reading & Literature Studies)
- A counterpart of this standard also appears in the English language arts standards of the following:
 1. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) ([see 7.e, 8.1.d and 8.2.e](#))

Illustrative Alignment with State and Other Standards

- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities*. ([see Making the Reading/Writing Connection bullet 3](#))

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

Reading 17. Apply knowledge and concepts gained through reading to build a more coherent understanding of a subject, inform reading of additional texts, and to solve problems.

College Readiness

- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board ([see pgs. 51-54](#), and [sample exam expectations for literature beginning on 56](#)).
- *AP European and World History Course Descriptions* (2009), New York, NY: College board ([see pgs. 21-24](#) in AP European History for document-based question expectations). AP World and U.S. History also have these expectations.
- ACT. (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. ([pgs. 44-45](#), these data have been re-sorted to clarify which skills are most important to post-secondary instructors, [see skill #9, #22, #23, #25](#)).

Career Readiness

- ACT. (2006). *Ready for College and Ready for Work: Same or Different?* Iowa City, IA: ACT. ([pgs. 3-5, see Table 2, "Sequential, Comparative, and Cause-Effect Relationships," WorkKeys Column, Points 1 and 2](#))
- ACT (2009) See [ACT WorkKeys "Reading for Information" Level 5 requirements](#) (Level 5 is workplace training and college ready).
- *The American Diploma Project Workplace Study*. (2002). Washington, DC: National Alliance of Business. ([See point 1, page 12](#); data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:
 1. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) ([see 1.6, Grade 12 Oral Communication](#))
- A counterpart of this standard also appears in the English language arts standards of the following :
 1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) ([see 2.2.e](#))
 2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) ([see 9.2.f](#))

Illustrative Alignment with State and Other Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up*. (2008). Washington, DC: Achieve. ([see pg. 17, E8– in 10 of 12 states analyzed](#))

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- A counterpart of this standard appears in the English language arts standards from the following states:
 1. **California:** *English-Language Arts Content Standards for California Public Schools* ([2.3. Reading Comprehension Grades 11-12](#))

Reading 18. Demonstrate facility with the specific reading demands of texts drawn from different disciplines, including history, literature, science, and mathematics.

Disciplinary Literacy Research

The following are a few seminal works of research on disciplinary literacy, which is at the heart of this standard. The sources below cannot be categorized as college or career readiness materials or evidence from a set of standards. Rather, it is general research that provides insight into the field of disciplinary literacy.

- Carnegie Council on Advancing Adolescent Literacy. (2010). [Time to act: An agenda for advancing adolescent literacy for college and career success](#). New York, NY: Carnegie Corporation of New York.
- Fang, Z., & Schleppegrell, M. J. (2008). *Reading in secondary content areas*. Ann Arbor: University of Michigan Press.
- Lee, C.D., Spratley, A. (2010). [Reading in the disciplines: The challenges of adolescent literacy](#). New York, NY: Carnegie Corporation of New York.
- Moje, E. B., Young, J. P., Readence, J. E., & Moore, D. W. (2000). Reinventing adolescent literacy for new times: Perennial and millennial issues. *Journal of Adolescent and Adult Literacy*, 43, 400–410.
- Schleppegrell, M. J. (2004). *The language of schooling: A functional linguistics perspective*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Shanahan, T., & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. *Harvard Educational Review*, 78, 40–59.

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

Writing Evidence

Writing 1. Establish and refine a topic or thesis that addresses the specific task and audience.

College Readiness

- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices*. New York, NY: College Board (see pgs. [10](#) and [12](#), these data have been sorted by importance to clarify which skills are most important to post-secondary instructors, [see skills #12, #37](#)).
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board ([see pg. 11 for course expectations](#)).
- *AP European History Course Description* (2009), New York, NY: College board ([see pp. 21-24 for document-based question expectations](#)). AP World and US History also have these expectations.
- Conley, D. (2003) *Understanding University Success: English Work Samples*. Eugene, OR: Center for Educational Policy Research.
- ACT (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. ([pgs. 39-40](#), these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, [see skills #15, #23](#)).
- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis*. ([see Research 1 and Writing 3](#); survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *Florida American Diploma Project Survey Results*. ([see rows 5 and 12](#); survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)

Career Readiness

- *The American Diploma Project Workplace Study*. (2002). Washington, DC: National Alliance of Business. ([see point b on pg. 24](#); data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:
 1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) ([see 30.3.1.1.a and 10/20/30.3.1.1.c](#))
 2. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see [AI 5.O.3](#) and [AI 8.CC.3](#))
 3. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) ([see 1.1 and 1.2, Grade 12 Writing](#))
- A counterpart of this standard also appears in the English language arts standards of the following:

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

1. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (\approx Grades 10-11) ([see 4.b](#))

Illustrative Alignment with State and Other Standards

- *Intersegmental Committee of the Academic Senates (ICAS)*. (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities*. ([see Writing Competencies, Invention, bullet 4](#))
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success*. Eugene, OR: Center for Educational Policy Research. ([see II.E.1](#) & [III.A.1](#))
- A counterpart of this standard appears in the English language arts standards from the following states:
 1. **California:** *English-Language Arts Content Standards for California Public Schools*, 1997. ([1.0, Writing Strategies Grades 11-12](#))
 2. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. ([see General Standard 19: Writing, 19.26, 19.27, 19.30](#))

Writing 2. Gather the information needed to build an argument, provide an explanation, or address a research question.

College Readiness

- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis*. ([See Research 2](#); survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *Florida American Diploma Project Survey Results*. ([see row 10](#); survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)

Career Readiness

- *The American Diploma Project Workplace Study*. (2002). Washington, DC: National Alliance of Business. ([see pgs. 22-25](#); data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:
 1. **Alberta, Canada:** *English Language Arts Curriculum Outcomes*, 2003 (Grades 10-12) ([see 10/20/30.3.2.1.b](#))
 2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) ([see C6](#))
 3. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (\approx Grades 10-12) ([see AI 2.O.4 and AI 2.CC.3; AI 5.O.3](#))
 4. **New South Wales, Australia:** *English Stage 6 Syllabus*, 1999 (Grades 11-12) ([see C-10.3, HSC](#))

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

5. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) ([see 1.3, Grade 12 Writing](#))
- A counterpart of this standard also appears in the English language arts standards of the following:
 1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) ([see 2.3.h](#))

Illustrative Alignment with State and Other Standards

- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities*. ([see Making the Reading/Writing Connection, bullet 6](#))
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success*. Eugene, OR: Center for Educational Policy Research. ([see III.B.1 and IIIA.2, III.B](#))

Writing 3. Sustain focus on a specific topic or argument.

College Readiness

- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices*. New York, NY: College Board (see pgs. [10](#) and [12](#), these data have been sorted by importance to clarify which skills are most important to post-secondary instructors, [see skills #1, #3, #12](#)).
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board ([see pg. 11 for course expectations](#)).
- ACT (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. ([pgs. 39-40](#), these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, [see skill #15](#)).

Career Readiness

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:
 1. **Alberta, Canada:** *English Language Arts Curriculum Outcomes*, 2003 (Grades 10-12) ([see 10/20/30.4.1.3.c and 20.4.1.3.e; 20/30.4.2.1.a; 10/20.4.2.2.d](#))
 2. **Finland:** *National Core Curriculum for Upper Secondary Schools for Mother Tongue and Literature*, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see [AI 8.0.2](#))
 3. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see [Unit 4, Outcome 1, Key Skill 1](#))

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- A counterpart of this standard also appears in the English language arts standards of the following:
 1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) ([see 2.3.d-e](#))
 2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) ([see 4.b](#); [4.e](#); [5.b](#))

Illustrative Alignment with State and Other Standards

- U.S. Dept. of Education. (2007). *Writing Framework for the 2011 National Assessment of Educational Progress*. Washington, DC: National Assessment Governing Board. ([see Holistic Scoring Guides Level 6 “To Persuade”; “To Explain”; “To Convey Experience”](#))
- A counterpart of this standard appears in the English language arts standards from the following states:
 1. **California:** *English-Language Arts Content Standards for California Public Schools*, 1997. ([see 1.3, Writing Strategies Grades 11-12](#))
 2. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. ([see General Standard 19: Writing, 19.26, 19.27, 19.30](#))

Writing 4. Support and illustrate arguments and explanations with relevant details, examples, and evidence.

College Readiness

- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices*. New York, NY: College Board (see pgs. [10](#) and [12](#), these data have been sorted by importance to clarify which skills are most important to post-secondary instructors, [see skills #1, #2, #3, #4](#)).
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board ([see pg. 11 for course expectations](#)).
- ACT (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. ([pgs. 39-40](#), these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, [see skill #3](#)).

Career Readiness

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:
 1. **Alberta, Canada:** *English Language Arts Curriculum Outcomes*, 2003 (Grades 10-12) ([see 30.4.1.3.e and 20/30.4.1.3.g](#))
 2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) ([see C7: C8](#))

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

3. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) ([see AI 2.CC.3](#))
 4. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) ([see bullet 4, Writing](#))
 5. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) ([see 1.4 & 1.5](#), Grade 12 Writing)
 6. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) ([see Unit 1, Outcome 2, Key Skill 3](#); [Unit 4, Outcome 1, Key Skill 1](#))
- A counterpart of this standard also appears in the English language arts standards of the following:
 1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) ([see 2.3.h](#))
 2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) ([see 4.b-c and 5.c](#); [9.1.d](#))

Illustrative Alignment with State and Other Standards

- U.S. Dept. of Education. (2011). *Writing Framework for the 2011 National Assessment of Educational Progress*. Washington, DC: National Assessment Governing Board. ([see Proficient Achievement Level, Grade 12, box 3](#), Holistic Scoring Guides Level 6 [“to Persuade”](#); [“To Explain”](#); [“To Convey Experience”](#))
- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California’s Public Colleges and Universities*. ([see Writing Competencies, Arrangement, bullet 1; Fostering Habits of Mind Essential for Success, bullet 16](#))
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success*. Eugene, OR: Center for Educational Policy Research. ([see II.E.2](#) and [IV.B.2](#))
- A counterpart of this standard appears in the English language arts standards from the following states:
 1. **California:** English-Language Arts Content Standards for California Public Schools, 1997. ([see 1.3, Writing Strategies Grades 11-12](#))
 2. **Massachusetts:** English Language Arts Curriculum Framework, June 2001. ([see General Standard 19: Writing, 19.26, 19.27, 19.30](#))

Writing 5. Create a logical progression of ideas or events, and convey the relationships among them.

College Readiness

- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices*. New York, NY: College Board (see pgs. [10](#) and [12](#), these data have been sorted by importance to clarify which skills are most important to post-secondary instructors, [see skills #1, #3, #7, #9, #21, #26](#)).
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board ([see pg. 11 for course expectations](#)).

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- Conley, D. (2003) *Understanding University Success: English Work Samples*. Eugene, OR: Center for Educational Policy Research.
- ACT (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. ([pgs. 39-40](#), these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, [see skills #1, #4, #9, #12, #17, #19, #22, #29, #30](#)).

Career Readiness

- ACT (2009) See [ACT WorkKeys Writing Level 3 requirements](#) (Level 3 is workplace training and college ready).

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:
 1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) ([see 10/20/30.3.2.1.d](#); [20/30.4.2.2.b](#); [10/20.4.2.2.d-e](#))
 2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) ([see C6](#); [C13](#))
 3. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) ([see AI 5.0.3](#); [AI 8.0.2](#); [AI 8.CC.3](#))
 4. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) ([see bullets 1-3 and 8-9, Writing](#); [bullet 2, Senior Secondary](#))
 5. **New South Wales, Australia:** *English Stage 6 Syllabus*, 1999 (Grades 11-12) ([see 9.2 Preliminary](#))
 6. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) ([see 1.4, 2.6](#), Grade 12 Writing)
 7. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see [Unit 2, Outcome 2, Key Skill 5](#))
- A counterpart of this standard also appears in the English language arts standards of the following:
 1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) ([see 2.3.c](#); [2.3.e-f](#))
 2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) ([See 4.a-b](#); [4.e-f](#); [5.b](#); [5.g](#))

Illustrative Alignment with State and Other Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up*. (2008). Washington, DC: Achieve. 2008. ([see C3](#) - in 12 of 12 states analyzed)
- U.S. Dept. of Education. (2011). *Writing Framework for the 2011 National Assessment of Educational Progress*. Washington, DC: National Assessment Governing Board. ([see Advanced Achievement Level, Grade 12, box three](#), Holistic Scoring Guides Level 6 [“to Persuade”](#); [“To Explain”](#); [“To Convey Experience”](#))

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities*. ([see Writing Competencies, Arrangement, bullets 3 and 4](#))
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success*. Eugene, OR: Center for Educational Policy Research. ([see II.D.2 and II.D.4, II.F.2](#))
- A counterpart of this standard appears in the English language arts standards from the following states:
 1. **California:** *English-Language Arts Content Standards for California Public Schools*, 1997. ([See 1.3, Writing Strategies Grades 11-12](#))
 2. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. ([see General Standard 19: Writing, 19.26, 19.27, 19.30; General Standard 23: Organizing Ideas in Writing, 23.13, 23.14, 23.15](#))

Writing 6. Choose words and phrases to express ideas precisely and concisely.

College Readiness

- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices*. New York, NY: College Board (see pgs. [10](#) and [12](#), these data have been sorted by importance to clarify which skills are most important to post-secondary instructors, [see skills #1, #5, #27](#)).
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board ([see pg. 11 for course expectations](#)).
- ACT (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. ([pgs. 39-40](#), these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, [see skill #28](#)).
- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis*. ([see Language 6 and Writing 2](#); survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)

Career Readiness

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:
 1. **Alberta, Canada:** *English Language Arts Curriculum Outcomes*, 2003 (Grades 10-12) ([see 20/30.4.2.3.b](#))
 2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grades 11-12) ([see C12](#))
 3. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) ([see AI 2.CC.1, AI 5.CC.3](#))
 4. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see [bullet 9, Writing](#); [point 5, Senior Secondary](#))

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

5. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) ([see 2.3, Grade 12 Writing](#))

Illustrative Alignment with State and Other Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up*. (2008). Washington, DC: Achieve. 2008. ([see C2](#)- in 12 of 12 states analyzed)
- U.S. Dept. of Education. (2011). *Writing Framework for the 2011 National Assessment of Educational Progress*. Washington, DC: National Assessment Governing Board. ([see Advanced Achievement Level, Grade 12, box 5](#); Holistic Scoring Guides Level 6 [“to Persuade”](#); [“To Explain”](#); [“To Convey Experience”](#))
- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California’s Public Colleges and Universities*. ([Writing Competencies, Style/Expression, bullet 1](#))
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success*. Eugene, OR: Center for Educational Policy Research. ([see II.D.5 & II.E.5](#))
- A counterpart of this standard appears in the English language arts standards from the following states:
 1. **California:** *English-Language Arts Content Standards for California Public Schools*, 1997. ([see 1.5, Writing Strategies Grades 11-12](#))
 2. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. ([see General Standard 21: Revising, 21.8, 21.9](#))

Writing 7. Use varied sentence structures to engage the reader and achieve cohesion between sentences.

College Readiness

Career Readiness

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:
 1. **Alberta, Canada:** *English Language Arts Curriculum Outcomes*, 2003 (Grades 10-12) ([see 20/30.4.2.3.c](#); [20/30.4.2.4.f](#))
 2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) ([see C12](#))
 3. **Ireland:** *Leaving Certificate/English Syllabus* for Higher Level and Ordinary Level (≈ Grades 10-11) ([see 5.3](#))
 4. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) ([see 2.4, Grade 12 Writing](#))
- A counterpart of this standard also appears in the English language arts standards of the following:
 1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) ([see 2.3.g, 2.3.m](#))

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

Illustrative Alignment with State and Other Standards

- U.S. Dept. of Education. (2007). *Writing Framework for the 2011 National Assessment of Educational Progress*. Washington, DC: National Assessment Governing Board. ([see Holistic Scoring Guides Level 6, bullet 4 “to Persuade”; “To Explain”; “To Convey Experience”; Advanced Achievement Level, Grade 12, box four](#))
- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California’s Public Colleges and Universities*. ([see Writing Competencies, Style/Expression, bullet 1](#))
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success*. Eugene, OR: Center for Educational Policy Research. ([see II.D.3](#))
- A counterpart of this standard appears in the English language arts standards from the following states:
 1. **California:** *English-Language Arts Content Standards for California Public Schools*, 1997. (see [1.1. Written and Oral Language Conventions Grades 11-12](#))
 2. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. ([see 19.26, 19.27](#))

Writing 8. Develop and maintain a style and tone appropriate to the task, purpose, and audience.

College Readiness

- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices*. New York, NY: College Board (see pgs. [10](#) and [12](#), these data have been sorted by importance to clarify which skills are most important to post-secondary instructors, [see skills #3, #12, #23, #37](#)).
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board ([see pg. 11 for course expectations](#)).
- ACT (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. ([pgs. 39-40](#), these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, [see skills #15, #20](#)).
- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis*. ([see Writing 2 and 5](#); survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *Florida American Diploma Project Survey Results*. ([see rows 22 and 26](#); survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)

Career Readiness

- *Hawai’i Career Ready Study*. (2007). Commissioned by the Hawai’i P-20 Initiative. ([see pgs. 36-38 sample task “Draft memo to all employees,” Hotel/Guest Services Manager](#))
- ACT (2009) See [ACT WorkKeys Writing Level 3 requirements](#) (Level 3 is workplace training and college ready).

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:
 1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) ([see 20.4.1.1.c; 10/20/30.4.2.3.a and 20.4.2.3.d](#))
 2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grades 11-12) ([see C12](#))
 3. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) ([see AI 2.CC.1; AI 5.O.3; AI 8.CC.3](#))
 4. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) ([See bullets 9 and 12, Writing](#))
 5. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) ([see 2.2](#), Grade 12 Writing)
 6. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) ([see Unit 1, Outcome 2, Key Knowledge 4; Unit 3, Outcome 2, Key Knowledge 1](#))
- A counterpart of this standard also appears in the English language arts standards of the following :
 1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) ([see 2.3.b](#))
 2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) ([see 5.e and 5.g](#))

Illustrative Alignment with State and Other Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up*. (2008). Washington, DC: Achieve. 2008. ([see C2](#) - in 12 of 12 states analyzed)
- U.S. Dept. of Education. (2011). *Writing Framework for the 2011 National Assessment of Educational Progress*. Washington, DC: National Assessment Governing Board. ([see Advanced Achievement Level, Grade 12, box 6; Holistic Scoring Guides Level 6, bullet 4 “to Persuade”; “To Explain”; “To Convey Experience”](#))
- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California’s Public Colleges and Universities*. ([see Writing Competencies, Invention, bullet 2](#))
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success*. Eugene, OR: Center for Educational Policy Research. ([see II.E.4-6 and II.D.6*](#))
- A counterpart of this standard appears in the English language arts standards from the following states:
 1. **California:** *English-Language Arts Content Standards for California Public Schools*, 1997. ([see 1.2, 1.5, and 1.9, Writing Strategies Grades 11-12](#))
 2. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. ([see General Standard 21: Revising, 21.8, 21.9](#))

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

Writing 9. Demonstrate command of the conventions of standard written English, including grammar, usage, and mechanics.

College Readiness

- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices*. New York, NY: College Board (see pgs. [10](#) and [12](#), these data have been sorted by importance to clarify which skills are most important to post-secondary instructors, [see skills #6, #8, #11, #13, #16, #18, #19, #20, #25, #26, #28, #31, #32, #34, #39, #40, #41, #43, #44](#)).
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board ([see pg. 11 for course expectations](#)).
- Conley, D. (2003) *Understanding University Success: English Work Samples*. Eugene, OR: Center for Educational Policy Research.
- ACT (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. ([pgs. 39-40](#), these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, [see skills #2, #5, #6, #7, #8, #10, #11, #14, #16, #18, #20, #21, #24, #25, #26, #28](#)).
- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis*. ([see Language 1](#); survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *Florida American Diploma Project Survey Results*. ([see row 3](#); survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)

Career Readiness

- *Hawai'i Career Ready Study*. (2007). Commissioned by the Hawai'i P-20 Initiative. ([see pgs. 22-24 sample task "Pass entrance exams for apprenticeship." Military/Navy Shipyard Apprenticeship](#))
- *The American Diploma Project Workplace Study*. (2002). Washington, DC: National Alliance of Business. ([see top half, pg. 10; pg. 17](#); data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)
- ACT (2009) See [ACT WorkKeys Writing Level 3 requirements](#) (Level 3 is workplace training and college ready).

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:
 1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see [4.2.4.b-g](#))
 2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grades 11-12) ([see C14](#))
 3. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) ([see AI 8.C.4](#))
 4. **Ireland:** *Leaving Certificate/English Syllabus* for Higher Level and Ordinary Level (≈ Grades 10-11) ([see 5.3](#))

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

5. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) ([see 3.3 and 3.4](#), Grade 12 Writing)
 6. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) ([see Unit 1, Outcome 1, Key Skill 7](#))
- A counterpart of this standard also appears in the English language arts standards of the following:
 1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) ([see 1.1.c](#); [2.3.n-o](#))
 2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) ([see 5.d](#); [6.c](#))

Illustrative Alignment with State and Other Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up*. (2008). Washington, DC: Achieve. 2008. ([see A1](#) - in 12 of 12 states analyzed)
- U.S. Dept. of Education. (2011). *Writing Framework for the 2011 National Assessment of Educational Progress*. Washington, DC: National Assessment Governing Board. ([see Advanced Achievement Level, Grade 12, box 7](#); [Holistic Scoring Guides Level 6, bullet 4 “to Persuade”; “To Explain”; “To Convey Experience”](#))
- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California’s Public Colleges and Universities*. (see [Writing Competencies, Style/Expression, bullet 2](#))
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success*. Eugene, OR: Center for Educational Policy Research. ([see II.A & II.B](#))
- A counterpart of this standard appears in the English language arts standards from the following states:
 1. **California:** *English-Language Arts Content Standards for California Public Schools*, 1997. ([see 1.1 and 1.2. Written and Oral English Language Conventions Grades 11-12](#))
 2. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. see [5.28, 5.30](#); [21.8](#); [General Standard 22: Standard English Conventions, 22.9, 22.10](#))

Writing 10. Represent and cite accurately the data, conclusions, and opinions of others, effectively incorporating them into one's own work while avoiding plagiarism.

College Readiness

- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board ([see pg. 11 for course expectations](#)).
- *AP European History Course Description* (2009), New York, NY: College board ([see pp. 21-24 for document-based question expectations](#)). AP World and US History also have these expectations.
- ACT (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. ([pgs. 39-40](#), these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, [see skill #13](#)).

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis.* (see [Writing 6](#); survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *Florida American Diploma Project Survey Results.* ([See row 21](#); survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)

Career Readiness

- *The American Diploma Project Workplace Study.* (2002). Washington, DC: National Alliance of Business. ([see point 4 on pg. 25](#); data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:
 1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) ([see 3.2.1.c; 3.2.1.e](#))
 2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) ([see C14](#))
 3. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) ([1.3](#), Grade 12 Writing)
 4. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) ([see Unit 3, Outcome 3, Key Skill 5](#))

Illustrative Alignment with State and Other Standards

- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities.* (see [Writing Competencies](#), "Students will be assigned writing tasks...", [bullet 14](#); [Technology Competencies](#), [bullet 8](#))
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success.* Eugene, OR: Center for Educational Policy Research. ([see II.D.7](#); [III.B.4](#); [III.B.6](#))
- A counterpart of this standard appears in the English language arts standards from the following states:
 1. **California:** *English-Language Arts Content Standards for California Public Schools*, 1997. ([See 1.7, Writing Strategies Grades 9-10](#))
 2. **Massachusetts,** *English Language Arts Curriculum Framework*, June 2001. ([see 24.5](#))

Writing 11. Assess the quality of one's own writing, and, when necessary, strengthen it through revision.

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

College Readiness

- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices*. New York, NY: College Board (see pgs. [10](#) and [12](#), these data have been sorted by importance to clarify which skills are most important to post-secondary instructors, [see skills #1, #7, #12, #16, #24, #33, #37](#)).
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board ([see pg. 11 for course expectations](#)).
- ACT (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. ([pgs. 39-40](#), these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, [see skill #15](#)).
- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis*. ([see Writing 4 and 5](#); survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *Florida American Diploma Project Survey Results*. ([see rows 16 and 22](#); survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)

Career Readiness

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:
 1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) ([see 20/30.4.2.1.a-d](#); [30.4.2.2.a](#), [20/30.4.2.2.b-c](#), [10/20.4.2.2.d-e](#))
 2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) ([see C7](#))
 3. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) ([AI 2.O.2](#); [AI 2.CC.3](#); [AI 5.O.3](#); [AI 8.CC.3](#))
 4. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) ([see bullet 7, Writing](#); [see Senior Secondary, bullet 2](#))
 5. **New South Wales, Australia:** *English Stage 6 Syllabus*, 1999 (Grades 11-12) ([see C-12.1-12.4, Preliminary](#))
 6. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) ([see 2.7](#), Grade 12 Writing)
 7. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) ([see Unit 1, Outcome 1, Key Skill 5](#); [Unit 1, Outcomes 2, Key Knowledge 4](#); [Unit 1, Outcome 3, Key Skill 3](#))
- A counterpart of this standard also appears in the English language arts standards of the following :
 1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) ([see 2.3.i](#); [4.3.e](#))

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) ([see 5.f](#))

Illustrative Alignment with State and Other Standards

- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success*. Eugene, OR: Center for Educational Policy Research. ([see II.F](#))
- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities*. ([see Writing Competencies, Arrangement, bullet 6 and Style/Expression, bullet 2](#))
- A counterpart of this standard appears in the English language arts standards from the following states:
 1. **California:** *English-Language Arts Content Standards for California Public Schools*, 1997. ([See 1.9, Writing Strategies Grades 9-12](#))
 2. **Massachusetts,** *English Language Arts Curriculum Framework*, June 2001. ([see General Standard 21: Revising, 21.8, 21.9](#))

Writing 12. Use technology as a tool to produce, edit, and distribute writing.

College Readiness

Career Readiness

- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis*. ([See Writing 8](#); survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:
 1. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) ([see Information Technology, Senior Secondary, bullet 4](#))
 2. **New South Wales, Australia:** *English Stage 6 Syllabus*, 1999 (Grades 11-12) ([see C-9.1, HSC](#))
 3. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) ([see 3.5-3.6, Grade 12 Writing](#))

Illustrative Alignment with State and Other Standards

- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities*. ([see Technology Competencies, bullets 1-2](#))

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

Writing 13. Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to provide an accurate picture of that information.

College Readiness

- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices*. New York, NY: College Board (see pgs. [10](#) and [12](#), these data have been sorted by importance to clarify which skills are most important to post-secondary instructors, [see skills #2, #5, #15, #29](#)).
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board ([see pg. 11 for course expectations](#)).
- *AP European History Course Description* (2009), New York, NY: College board ([see pp. 21-24 for document-based question expectations](#)). AP World and US History also have these expectations.
- Conley, D. (2003) *Understanding University Success: English Work Samples*. Eugene, OR: Center for Educational Policy Research.
- ACT (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. ([pgs. 39-40](#), these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, [see skills #3](#)).
- *Florida American Diploma Project Survey Results*. ([see row 24](#): survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)

Career Readiness

- *Hawai'i Career Ready Study*. (2007). Commissioned by the Hawai'i P-20 Initiative. ([See pgs. 18-19 sample task "Review claim letter," Insurance/Claims Agent](#))
- *The American Diploma Project Workplace Study*. (2002). Washington, DC: National Alliance of Business. ([see pgs. 22-23](#); data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:
 1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) ([see 30.3.2.3.a](#))
 2. **British Columbia, Canada:** English Language Arts Integrated Resource Package, Prescribed Learning Outcomes, 2007 (Grade 12) ([see C8 and C10](#))
 3. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) ([see bullet 2, Writing; Information Technology Skills, Senior Secondary 1; Study Skills, Senior Secondary, bullet 1](#))
 4. **New South Wales, Australia:** *English Stage 6 Syllabus*, 1999 (Grades 11-12) ([see 10.1, Preliminary; Outcome 7, HSC](#))
 5. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) ([see 1.3, Grade 12 Writing](#))

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- A counterpart of this standard also appears in the English language arts standards of the following:
 1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) ([see 2.2.e](#))
 2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) ([see 9.1.b](#))

Illustrative Alignment with State and Other Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up*. (2008). Washington, DC: Achieve. 2008. ([see F7](#) - in 12 of 12 states analyzed)
- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities*. ([see Fostering Habits of Mind Essential for Success, bullet 4; Writing Competencies, "Students will be assigned writing tasks...." bullet 5](#))
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success*. Eugene, OR: Center for Educational Policy Research. ([see II.E.8*](#), and [III.B.6](#))
- A counterpart of this standard appears in the English language arts standards from the following states:
 1. **California:** *English-Language Arts Content Standards for California Public Schools*, 1997. ([see 2.3, Writing Applications Grades 9-10, 1.4, Writing Strategies Grades 11-12; 2.4.a-d, Writing Applications Grades 11-12](#))

Writing 14. Convey complex information clearly and coherently to the audience through purposeful selection and organization of content.

College Readiness

- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices*. New York, NY: College Board (see pgs. [10](#) and [12](#), these data have been sorted by importance to clarify which skills are most important to post-secondary instructors, [see skills #1, #2, #5, #12, #15, #29, #37](#)).
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board ([see pg. 11 for course expectations](#)).
- ACT (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. ([pgs. 39-40](#), these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, [see skills #1, #3, #4, #12, #15](#)).

Career Readiness

- ACT (2009) See [ACT WorkKeys Writing Level 3 requirements](#) (Level 3 is workplace training and college ready).
- *The American Diploma Project Workplace Study*. (2002). Washington, DC: National Alliance of Business. ([see point 2 on pg. 19](#); data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:
 1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) ([see 10/20/30.3.2.1.d](#))
 2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) ([see C4](#))
 3. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) ([see “Work with others”, dash 1, Language Development](#))
 4. **Ireland:** *Leaving Certificate/English Syllabus for Higher Level and Ordinary Level* (≈ Grades 10-11) ([see 5.5.e, Ordinary Level; 5.4.e, Higher Level](#))
 5. **New South Wales, Australia:** *English Stage 6 Syllabus*, 1999 (Grades 11-12) ([see Outcome 7, HSC; 10.3, Preliminary](#))
 6. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) ([see 1.4 & 2.1](#), Grade 12 Writing)
- A counterpart of this standard also appears in the English language arts standards of the following:
 1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) ([see 1.1.a; 2.3.c](#))
 2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) ([see 9.1.b](#))

Illustrative Alignment with State and Other Standards

- U.S. Dept. of Education. (2011). *Writing Framework for the 2011 National Assessment of Educational Progress*. Washington, DC: National Assessment Governing Board. ([see Holistic Scoring Guide for “To Explain” Level 6](#))
- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California’s Public Colleges and Universities*. ([see Writing Competencies, Invention, bullet 2; Arrangement, bullets 3 & 4](#))
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success*. Eugene, OR: Center for Educational Policy Research. ([see II.E.8*, II.D.2, II.D.4](#))
- A counterpart of this standard appears in the English language arts standards from the following states:
 1. **California:** *English-Language Arts Content Standards for California Public Schools*, 1997. ([see 2.3 and 2.6.a, Writing Applications Grades 9-10](#))
 2. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. ([see General Standard 19: Writing, 19.26, 19.30](#))

Writing 15. Demonstrate understanding of content by reporting facts accurately and anticipating reader misconceptions.

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

College Readiness

- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices*. New York, NY: College Board (see pgs. [10](#) and [12](#), these data have been sorted by importance to clarify which skills are most important to post-secondary instructors, [see skills #1, #2, #5, #12, #15, #29, #37](#)).
- ACT (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. ([pgs. 39-40](#), these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, [see skills #3, #15](#)).

Career Readiness

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

1. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) ([see C2; C4](#))

Illustrative Alignment with State and Other Standards

- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities*. ([see Writing Competencies, "Students will be assigned writing tasks...." bullets 6 & 7](#))
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success*. Eugene, OR: Center for Educational Policy Research. ([see II.E.8*](#))
- A counterpart of this standard appears in the English language arts standards from the following states:

1. **California:** *English-Language Arts Content Standards for California Public Schools*, 1997. ([see 2.3 & 2.6.d. Writing Applications Grades 9-10](#))

Writing 16. Establish a substantive claim, distinguishing it from alternate or opposing claims.

College Readiness

- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices*. New York, NY: College Board (see pgs. [10](#) and [12](#), these data have been sorted by importance to clarify which skills are most important to post-secondary instructors, [see skills #1, #4, #5, #10, #12, #14, #29](#)).
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board ([see pg. 11 for course expectations](#)).

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- *AP European History Course Description* (2009), New York, NY: College board ([see pp. 21-24 for document-based question expectations](#)). AP World and US History also have these expectations.
- ACT (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. ([pgs. 39-40](#), these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, [see skills #23](#)).
- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis*. ([see Logic 9](#); survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *Florida American Diploma Project Survey Results*. ([see row 7](#); survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)

Career Readiness

- *The American Diploma Project Workplace Study*. (2002). Washington, DC: National Alliance of Business. ([see point f/3 on pg. 21](#); data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:
 1. **British Columbia, Canada:** English Language Arts Integrated Resource Package, Prescribed Learning Outcomes, 2007 (Grade 12) ([see A2, C2, C4](#))
 2. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) ([see AI 4.CC.3-5](#))
 3. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) ([see bullets 3 and 11, Writing, see Communication Skills, Senior Secondary, bullet 2](#))
 4. **Ireland:** *Leaving Certificate/English Syllabus for Higher Level and Ordinary Level* (≈ Grades 10-11) ([see 4.2.2.a-b; 5.4.e, Higher Level](#))
 5. **New South Wales, Australia:** *English Stage 6 Syllabus*, 1999 (Grades 11-12) ([see 6.2, HSC](#))
 6. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see [Unit 3, Outcome 3, Key Knowledge 4 & Skill 3](#))

Illustrative Alignment with State and Other Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up*. (2008). Washington, DC: Achieve. 2008. ([see E9](#) - in 11 of 12 states analyzed)
- U.S. Dept. of Education. (2011). *Writing Framework for the 2011 National Assessment of Educational Progress*. Washington, DC: National Assessment Governing Board. ([see Holistic Scoring Guide for "To Persuade" Level 6](#))
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success*. Eugene, OR: Center for Educational Policy Research. ([see II.E.2](#))
- A counterpart of this standard appears in the English language arts standards from the following states:

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

1. **California:** *English-Language Arts Content Standards for California Public Schools*, 1997. ([see 2.4, Writing Applications Grades 9-10](#))
2. **Massachusetts,** *English Language Arts Curriculum Framework*, June 2001. (see [19.30](#))

Writing 17. Link claims and evidence with clear reasons, and ensure that the evidence is relevant and sufficient to support the claims.

College Readiness

- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices*. New York, NY: College Board (see pgs. [10](#) and [12](#), these data have been sorted by importance to clarify which skills are most important to post-secondary instructors, [see skills #1, #4, #5, #10, #14, #29, #30](#)).
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board ([see pg. 11 for course expectations](#)).
- *AP European History Course Description* (2009), New York, NY: College board ([see pp. 21-24 for document-based question expectations](#)). AP World and US History also have these expectations.
- Conley, D. (2003) *Understanding University Success: English Work Samples*. Eugene, OR: Center for Educational Policy Research.
- ACT (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. ([pgs. 39-40](#), these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, [see skills #1, #3, #4, #12, #15](#)).

Career Readiness

- *The American Diploma Project Workplace Study*. (2002). Washington, DC: National Alliance of Business. ([see f3, pg. 21](#); data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:
 1. **Alberta, Canada:** *English Language Arts Curriculum Outcomes*, 2003 (Grades 10-12) ([see 20.4.1.3.f; 20/30.4.2.1.c](#))
 2. **New South Wales, Australia:** *English Stage 6 Syllabus*, 1999 (Grades 11-12) ([see 6.2, HSC; 10.2 and 10.3, HSC](#))
 3. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) ([see 1.4 and 1.5, Grade 12 Writing](#))
 4. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) ([see Unit 1, Outcome 2, Key Skill 3; Unit 4, Outcome 2, Key Skills 2-3; Unit 3, Outcome 3, Key Knowledge 4 & Skill 3](#))
- A counterpart of this standard also appears in the English language arts standards of the following:

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) ([see 2.3.h-i](#))
2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) ([see 9.1.d](#))

Illustrative Alignment with State and Other Standards

- U.S. Dept. of Education. (2011). *Writing Framework for the 2011 National Assessment of Educational Progress*. Washington, DC: National Assessment Governing Board. ([see Holistic Scoring Guide for “To Persuade” Level 6](#))
- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California’s Public Colleges and Universities*. ([see Fostering Habits of Mind Essential for Success, bullet 16](#))
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success*. Eugene, OR: Center for Educational Policy Research. ([see II.E.2; II.E.3; IV.B.2](#))
- A counterpart of this standard appears in the English language arts standards from the following states:
 1. **California:** *English-Language Arts Content Standards for California Public Schools*, 1997. ([see Writing Applications Grades 9-10; 2.2.c and 2.4.a-e, Writing Applications Grades 11-12; 1.3](#))
 2. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. ([see General Standard 19: Writing, 19.26, 19.30](#))

Writing 18. Acknowledge competing arguments or information, defending or qualifying the initial claim as appropriate.

College Readiness

- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices*. New York, NY: College Board (see pgs. [10](#) and [12](#), these data have been sorted by importance to clarify which skills are most important to post-secondary instructors, [see skills #4, #5, #10, #12, #14, #29](#)).
- *AP European History Course Description* (2009), New York, NY: College board ([see pp. 21-24 for document-based question expectations](#)). AP World and US History also have these expectations.
- ACT (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. ([pgs. 39-40](#), these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, [see skills #15](#)).

Career Readiness

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:
 1. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) ([see B9](#))

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

2. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) ([see “Plan...”](#), [dash five](#), [Language Development](#))
3. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) ([see Unit 3, Outcome 2, Key Skill 3](#))

Illustrative Alignment with State and Other Standards

- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success*. Eugene, OR: Center for Educational Policy Research. ([see II.E.4](#))
- U.S. Dept. of Education. (2011). *Writing Framework for the 2011 National Assessment of Educational Progress*. Washington, DC: National Assessment Governing Board. (see [Holistic Scoring Guide for “To Persuade”Level 6](#))
- A counterpart of this standard appears in the English language arts standards from the following states:
 1. **California:** *English-Language Arts Content Standards for California Public Schools*, 1997. ([see 2.4, Writing Applications Grades 9-10](#))
 2. **Massachusetts,** *English Language Arts Curriculum Framework*, June 2001. ([see 19.30](#))

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

Speaking & Listening Evidence

Speaking 1. Select and use a format, organization, and style appropriate to the topic, purpose, and audience.

College Readiness

Career Readiness

- *The American Diploma Project Workplace Study*. (2002). Washington, DC: National Alliance of Business. ([See pg. 19](#); data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)
- Qualifications and Curriculum Authority. (2007). *Functional Skills and Standards*. ([see pg. 12. Speaking and Listening Level 2, bullet 3](#))
- *Missouri Career Prep Certificate Program Planning Guide*, Missouri Department of Elementary and Secondary Education. ([see pg. A5. Communication: Written, Verbal, and Listening. Knowledge skill 2](#))

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:
 1. **Alberta, Canada:** *English Language Arts Curriculum Outcomes*, 2003 (Grades 10-12) ([see 10.4.1.4.b, 10/20/30.4.1.4.c](#))
 2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package, Prescribed Learning Outcomes*, 2007 (Grade 12) ([see A6, A12](#))
 3. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) ([see Speaking, bullets 1, 4, and 5](#))
 4. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) ([see 2.1 - 2.6, Grade 12 Oral Communication](#))
 5. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) ([see Unit 3, Outcome 1, Key Skills 6-7](#))
- A counterpart of this standard also appears in the English language arts standards of the following :
 1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see [2.1.a-c](#))
 2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) ([see 3.a-f, 4.a-f](#))

Illustrative Alignment with State and Other Standards

- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities*. ([see Fostering Habits of Mind Essential for Success, bullet 7; Speaking, bullets 1-4](#))

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- A counterpart of this standard appears in the English language arts standards from the following states:
 1. **California:** *English-Language Arts Content Standards for California Public Schools*. ([see 1.3, Grades 9-10](#); [1.8-1.10, Grades 11-12](#))
 2. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. ([see General Standard 3: Oral Presentation, 3.17](#))
 3. **Texas:** *Texas College Readiness Standards*, (2008). ([see pg. 4-5, Speaking, A.1-2](#))

Speaking 2. Present information, findings, and supporting evidence clearly and concisely.

College Readiness

Career Readiness

- *The American Diploma Project Workplace Study*. (2002). Washington, DC: National Alliance of Business. ([See pg. 19](#); data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)
- Casner-Lotto, J., Rosenblum, E., and Wright, M., *The Ill-Prepared Workforce*. (2009). The Conference Board. ([see pg. 22, Oral Communications](#))
- Qualifications and Curriculum Authority. (2007). *Functional Skills and Standards*. ([see pg. 12, Speaking and Listening Level 2, bullet 2](#))

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:
 1. **British Columbia, Canada:** *English Language Arts Integrated Resource Package, Prescribed Learning Outcomes*, 2007 (Grade 12) ([see A8, A9](#))
 2. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) ([see AI 4.0.2](#))
 3. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) ([see Speaking, bullets 1-2](#))
 4. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) ([see 2.3, Grade 12 Oral Communication](#))
 5. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) ([see Unit 2, Outcome 3, Key Knowledge, bullet 5](#))
- A counterpart of this standard also appears in the English language arts standards of the following :
 1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) ([2.1.b](#))

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see [4.b and 4.e](#))

Illustrative Alignment with State and Other Standards

- A counterpart of this standard appears in the English language arts standards from the following states:
 1. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. (see [General Standard 2, 2.5](#))
 2. **Texas:** *Texas College Readiness Standards*, (2008). (see [pg. 4-5. Speaking. B.3](#))

Speaking 3. Make strategic use of multimedia elements and visual displays of data to gain audience attention and enhance understanding.

College Readiness

Career Readiness

- *Missouri Career Prep Certificate Program Planning Guide*, Missouri Department of Elementary and Secondary Education. (see [pg. A5. Communication: Written, Verbal, and Listening. Performance skill 4](#))

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:
 1. **Alberta, Canada:** *English Language Arts Curriculum Outcomes*, 2003 (Grades 10-12) (see [10.4.1.4.b, 20.4.1.4.b and 10/20/30.4.1.4.c](#))
 2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) (see [A6](#))
 3. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see [Information Technology, Senior Secondary, bullets 3-5](#))
 4. **New South Wales, Australia:** *English Stage 6 Syllabus*, 1999 (Grades 11-12) (see [C-5.5.3](#), Preliminary)
 5. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see [2.7, Grade 12 Oral Communication; 3.4, Grade 12 Media Studies](#))
 6. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see [Unit 1, Outcome 2, Key Skills 1 and 4; Unit 2, Outcome 3, Key Knowledge 5 and Key Skill 3](#))
- A counterpart of this standard also appears in the English language arts standards of the following:
 1. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see [4.a, 4.c](#))

Illustrative Alignment with State and Other Standards

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up*. (2008). Washington, DC: Achieve. 2008. ([see E4](#), in 12 of 12 states analyzed)
- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities*. ([see Fostering Habits of Mind Essential for Success, bullet 5](#); [Listening and Speaking Competencies in Academic Settings, bullet 2](#))
- A counterpart of this standard appears in the English language arts standards from the following states:
 1. **California:** *English-Language Arts Content Standards for California Public Schools*. ([see 2.6, Grades 11-12](#); [2.4, Grades 11-12](#))
 2. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. ([see General Standard 27: Media Production, 27.6](#))

Speaking 4. Demonstrate command of formal Standard English when appropriate to task and audience.

College Readiness

- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis*. ([see Language 1](#); survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *Florida American Diploma Project Survey Results*. ([see row 3](#); survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)

Career Readiness

- *The American Diploma Project Workplace Study*. (2002). Washington, DC: National Alliance of Business. ([see pgs. 16-17, 19](#)); data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:
 1. **British Columbia, Canada:** *English Language Arts Integrated Resource Package, Prescribed Learning Outcomes*, 2007 (Grade 12) ([see A12](#))
 2. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) ([see Speaking, "Present Information..." bullet 4](#))
 3. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) ([see Unit 3, Outcome 1, Key Skill 6](#))
- A counterpart of this standard also appears in the English language arts standards of the following:
 1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) ([see 2.1.a](#))
 2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) ([see 3.e](#))

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

Illustrative Alignment with State and Other Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up*. (2008). Washington, DC: Achieve. 2008. ([see A1](#), in 12 of 12 states analyzed)
- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities*. ([see *Fostering Habits of Mind Essential for Success*, bullet 5; *Listening and Speaking Competencies in Academic Settings*, bullet 2](#))

Speaking 5. Listen to complex information, and discern the main ideas, the significant details, and the relationships among them.

College Readiness

- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis*. ([See *Communication 2 and 3*](#); survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *Florida American Diploma Project Survey Results*. ([See rows 11 and 27](#); survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)

Career Readiness

- *The American Diploma Project Workplace Study*. (2002). Washington, DC: National Alliance of Business. ([See point 1, pg. 18](#); data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)
- *Missouri Career Prep Certificate Program Planning Guide*, Missouri Department of Elementary and Secondary Education. ([see pg. A5, *Communication: Written, Verbal, and Listening, Knowledge skill 3 and Performance skill 5*](#))
- Qualifications and Curriculum Authority. (2007). *Functional Skills and Standards*. ([see pg. 12, *Speaking and Listening Level 2, bullet 1*](#))

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:
 1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) ([see 10/20.2.1.2.b](#))
 2. **British Columbia, Canada:** English Language Arts Integrated Resource Package, Prescribed Learning Outcomes, 2007 (Grade 12) ([see A3, A7, A8](#))
 3. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) ([see A1.1.CC.3 and 1.CC.5](#))
 4. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈ Grades 10-11) ([see *Listening, bullets 1 and 2*](#))
 5. **Ireland:** *Leaving Certificate/English Syllabus for Higher Level and Ordinary Level* (≈ Grades 10-11) ([see 4.1.1.a, 4.1.1.c](#))

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

6. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) ([see 1.4-1.6. Grade 12 Oral Communication](#))
- A counterpart of this standard also appears in the English language arts standards of the following :
 1. **England:** English Programme of Study for Key stage 4, 2005 (≈ Grades 10-11) ([see 2.1.f](#))
 2. **Singapore:** English Language Syllabus 2001, Learning Outcomes for O-Levels (≈ Grades 10-11) ([See 2.c, 2.e, 8.3.a-c](#))

Illustrative Alignment with State and Other Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up*. (2008). Washington, DC: Achieve. 2008. ([see B4](#), in 11 of 12 states analyzed)
- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities*. ([Listening, bullet 2](#))
- A counterpart of this standard appears in the English language arts standards from the following states: S
 1. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. ([see General Standard 2, 2.5](#))
 2. **Texas:** *Texas College Readiness Standards*, (2008). ([see pg. 4-5, Listening, A.2-3, B.1-3](#))

Speaking 6. Follow the progression of the speaker's message, and evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric.

College Readiness

Career Readiness

- *The American Diploma Project Workplace Study*. (2002). Washington, DC: National Alliance of Business. ([See point 2, pg. 18](#); data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:
 1. **Alberta, Canada:** *English Language Arts Curriculum Outcomes*, 2003 (Grades 10-12) (see [30.2.2.2.f, 30.3.2.2.a-d](#))
 2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package, Prescribed Learning Outcomes*, 2007 (Grade 12) ([see A9](#))

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

3. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) ([see AI 2.0.1, AI 7.0.3](#))
 4. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) ([see Listening, bullets 6-7; Critical Thinking Skills, number 2 and bullets 1-4](#))
 5. **Ireland:** *Leaving Certificate/English Syllabus for Higher Level and Ordinary Level* (≈ Grades 10-11) ([see 4.1.1.d-f, 4.2.1.a-g, 4.3.1.a](#))
 6. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) ([see 1.7 & 1.8, Grade 12 Oral Communication](#))
 7. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) ([see Unit 2, Outcome 3, Key Skill bullets 1 and 2](#))
- A counterpart of this standard also appears in the English language arts standards of the following :
 1. **England:** *English Programme of Study* for Key stage 4, 2005 (≈ Grades 10-11) ([see 1.4.c-d, 2.1.g](#))
 2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) ([see 9.2.c, 9.3.b](#))

Illustrative Alignment with State and Other Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up*. (2008). Washington, DC: Achieve. 2008. ([see E4](#), in 12 of 12 states analyzed)
- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities*. ([see Fostering Habits of Mind Essential for Success, bullet 5; Listening and Speaking, Listening, bullet 2](#))
- A counterpart of this standard appears in the English language arts standards from the following states:
 1. **California:** *English-Language Arts Content Standards for California Public Schools*. ([see 1.12, 1.13, Grades 9-10](#))
 2. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. ([see 3.15](#))
 3. **Texas:** *Texas College Readiness Standards*, (2008). ([see pg. 4-5, Listening, A.1-3](#))

Speaking 7. Ask relevant questions to clarify points and challenge ideas.

College Readiness

Career Readiness

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

1. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) ([see A7](#))
- A counterpart of this standard also appears in the English language arts standards of the following:
 1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) ([see 2.1.e](#))

Illustrative Alignment with State and Other Standards

- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities*. ([see Fostering Habits of Mind Essential for Success, bullet 7; Listening and Speaking, Speaking, bullets 1 and 3](#))
- A counterpart of this standard appears in the English language arts standards from the following states:

Massachusetts: *English Language Arts Curriculum Framework*, June 2001. ([see General Standard 2: Questioning, Listening, and Contributing](#))

Speaking 8. Respond constructively to advance a discussion and build on the input of others.

College Readiness

Career Readiness

- *Missouri Career Prep Certificate Program Planning Guide*, Missouri Department of Elementary and Secondary Education. ([see pg. A5. Communication: Written, Verbal, and Listening-Performance skill 2](#))
- Qualifications and Curriculum Authority. (2007). *Functional Skills and Standards*. ([see pg. 12. Speaking and Listening Level 2, bullets 1 and 4](#))

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:
 1. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) ([see Speaking, "Participate Effectively...", bullets 3-4 and 6](#))
- A counterpart of this standard also appears in the English language arts standards of the following:
 1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see [2.1.d-e](#))

Illustrative Alignment with State and Other Standards

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities*. ([see Fostering Habits of Mind Essential for Success, bullet 7; Listening and Speaking, Speaking, bullets 1-4](#))
- A counterpart of this standard appears in the English language arts standards from the following states:
 1. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. ([see General Standard 1: Discussion; General Standard 2: Questioning, Listening, and Contributing](#))
 2. **Texas:** *Texas College Readiness Standards*, (2008). ([see pg. 4-5, Listening, B.1](#))