

## Comparison of CCR ELA Anchor Standards and Next Generation Science Standards<sup>1</sup>

CCR ELA Anchor Standards	Next Generation Science Standards
<p><b>CCR Reading Strand</b></p> <ol style="list-style-type: none"> <li>1. Read closely</li> <li>2. Determine central ideas, summarize with details (RST example)</li> <li>3. Analyze development of individual, events, ideas over course of text (RST example)</li> <li>4. Interpret words and phrases</li> <li>5. Analyze structure of text</li> <li>6. Assess how POV/purpose shape content and style of text</li> <li>7. Integrate and evaluate diverse media/formats</li> <li>8. Delineate and evaluate arguments</li> <li>9. Analyze two or more text</li> <li>10. Read and comprehend complex texts independently and proficiently</li> </ol> <p>(Reading Scientific and Technical Text -- RST -- application examples provided at the D and/or E level for most standards )</p>	<p><b>Practices</b></p> <ol style="list-style-type: none"> <li>1. Asking questions (for science) and defining problems (for engineering)</li> <li>2. Developing and using models</li> <li>3. Planning and carrying out investigations</li> <li>4. Analyzing and interpreting data</li> <li>5. Using mathematics and computational thinking</li> <li>6. Constructing explanations (for science) and designing solutions (for engineering)</li> <li>7. Engaging in argument from evidence</li> <li>8. Obtaining, evaluating, and communicating information</li> </ol>
<p><b>CCR Writing Strand</b></p> <ol style="list-style-type: none"> <li>1. Write argument to support claim in analysis of topic or text, using sufficient evidence</li> <li>2. Write informative/explanatory text to convey complex ideas</li> <li>3. Write narrative</li> <li>4. Produce clear and coherent writing</li> <li>5. Develop and strengthen writing through writing process</li> <li>6. Use technology to produce, publish, and collaborate</li> <li>7. Conduct short, as well as sustained research projects; demonstrate understanding</li> <li>8. Assess credibility and accuracy of sources; attribute ideas to sources</li> <li>9. Draw evidence from text to support analysis, reflection, and research</li> </ol> <p>(Writing for History/Social Studies, Scientific and Technical Subjects – WHST – application examples provided for most standards)</p>	<p><b>Cross-cutting Concepts</b></p> <ul style="list-style-type: none"> <li>• Patterns, similarity, and diversity</li> <li>• Cause and effect</li> <li>• Scale, proportion and quantity</li> <li>• Systems and system models</li> <li>• Energy and matter</li> <li>• Structure and function</li> <li>• Stability and change</li> </ul>
<p><b>CCR Speaking and Listening and Language Strands</b> do not specifically mention science and technology although the skills are applicable.</p>	<p><b>Disciplinary Core Ideas Progression</b></p> <ul style="list-style-type: none"> <li>• Physical science</li> <li>• Life science</li> <li>• Earth &amp; space</li> <li>• Engineering, technology, and application to science</li> </ul>

<sup>1</sup> CCR ELA Standards are taken from College and Career Readiness Standards for Adult Education (<http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>) and information on Generation Science Standards can be found at <http://www.nextgenscience.org/next-generation-science-standards>