

standards work in tandem to define the college and career readiness line—the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when developing college and career readiness assessments. Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards.

Grade Levels for K–8; Grade Bands for 9–10 and 11–12

The Standards use individual grade levels in kindergarten through grade 8 to provide useful specificity; the Standards use two-year bands in grades 9–12 to allow schools, districts, and states flexibility in high school course design.

An Integrated Model of Literacy

Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. For example, Writing Standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening Standard 4 sets the expectation that students will share findings from their research.

Please visit:

http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf to access the entire Introduction to the *Common Core State Standards for English Language Arts*.

Link to Standards

Visit this link to access the *Common Core State Standards for English Language Arts*:

<http://www.ncpublicschools.org/acre/standards/new-standards/>

Instructional Toolkit

Visit this link to access the instructional tools for the *Common Core State Standards for English Language Arts*:

<http://www.ncpublicschools.org/acre/standards/support-tools/>
