



Correlation of

Great Writing: Foundations, 5/E,
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to

College and Career Readiness Standards Level A

Writing Standards

CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Not Covered at this Level

CCR Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (W.1.2)

91, 107, 125

CCR Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (W.1.3)

177, 195

CCR Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Not Covered at this Level

CCR Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

With guidance and support focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (W.1.5)

99, 241

CCR Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

College and Career Readiness Standards for Adult Education, Level A	Great Writing Foundations, Student Edition Page References
With guidance and support, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.1.6)	Not covered at this level of <i>Great Writing</i>
CCR Anchor 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). (W.1.7)	The opportunity to address this standard exists. For example, see: 91, 143
CCR Anchor 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
With guidance and support, recall information from experiences or gather information from provided sources to answer a question. (W.1.8)	The opportunity to address this standard exists. For example, see: 91, 143
CCR Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)	
Note: This standard does not begin until grade 4 in the Common Core State Standards.	

SPEAKING AND LISTENING STANDARDS

CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

<p>Participate in collaborative conversations with diverse partners in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion. (SL.1.1)</p>	<p>The opportunity to address this standard exists. For example, see: 20, 164, 166, 218</p>
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CCR Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

<p>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (SL.K.2)</p>	<p>The opportunity to address this standard exists. For example, see: 20, 164, 166, 218</p>
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CCR Anchor 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

<p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3)</p>	<p>20, 164, 166, 218</p>
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College and Career Readiness Standards for Adult Education, Level A	Great Writing, Foundations, Student Edition Page References
CCR Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (SL.1.4)	The opportunity to address this standard exists. For example, see: 20, 164, 166, 218
CCR Anchor 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
Not covered at this level.	
CCR Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
Speak audibly and express thoughts, feelings, and ideas clearly. (SL.K.6) Produce complete sentences when appropriate to task and situation. (See Language standards 1 and 3.) (SL.1.6)	20, 164, 166, 218

LANGUAGE STANDARDS

CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything)</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring nouns and verbs.</p> <p>h. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>i. Use determiners (e.g., articles, demonstratives).</p> <p>j. Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>k. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>l. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (L.K.1 and 1.1 merge)10</p>	<p>b. 52</p> <p>c. 51, 72</p> <p>d. 64, 65</p> <p>e. 162, 165, 214</p> <p>f. 76, 77, 82</p> <p>g. 52, 162</p> <p>h. 94, 95, 96</p> <p>i. 110, 111</p> <p>j. 128, 129, 131</p> <p>k. 128, 166</p> <p>l. 146, 147, 180</p>
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CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	a. 5, 8, 12
a. Capitalize the first word in a sentence and the pronoun I.	b. 26, 44
b. Capitalize dates and names of people.	c. 5, 13, 26
c. Recognize and name end punctuation.	d. 5, 13, 26
d. Use end punctuation for sentences.	e. 95, 98, 99
e. Use commas in dates and to separate single words in a series.	f. 56, 69, 86
f. Write a letter or letters for most consonant and short vowel sounds (phonemes).	g. 11, 24, 56
g. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	h. 11, 42, 56
h. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	i. 11, 24, 56
i. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.K.2 and 1.2 merge)	

CCR Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening

Note: This standard does not begin until grade 2 in the Common Core State Standards.

CCR Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.
 a. Use sentence-level context as a clue to the meaning of a word or phrase.
 b. Use frequently occurring affixes as a clue to the meaning of a word.
 c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). (L.1.4)

a. 90, 105, 123
 c. 216, 217

CCR Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

With guidance and support, demonstrate understanding of word relationships and nuances in word meanings.
 a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
 c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
 d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. (L.1.5)

a. 22, 40, 67

CCR Anchor 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). (L.1.6)

146, 180