

Common Core Anchor Standards in Reading	Common Core Anchor Standards in Writing
<p><b>Key Ideas and Details</b></p> <ol style="list-style-type: none"> <li>1. Read closely to determine what the text says explicitly and to make logical <b>inferences</b> from it; cite specific textual evidence when writing or speaking to support <b>conclusions</b> drawn from the text.</li> <li>2. Determine central ideas or themes of a text and <b>analyze</b> their development; <b>summarize</b> the key supporting details and ideas.</li> <li>3. <b>Analyze</b> how and why individuals, events, or ideas develop and interact over the course of a text.</li> </ol>	<p><b>Text Types and Purposes</b></p> <ol style="list-style-type: none"> <li>1. Write <b>arguments</b> to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>2. Write informative/<b>explanatory</b> texts to examine and convey complex ideas and information clearly and accurately through the effective selection, <b>organization</b>, and <b>analysis</b> of content.</li> <li>3. <b>Write narratives</b> to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> </ol>
<p><b>Craft and Structure</b></p> <ol style="list-style-type: none"> <li>4. <b>Interpret</b> words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and <b>analyze</b> how specific word choices shape meaning or tone.</li> <li>5. <b>Analyze</b> the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</li> <li>6. <b>Assess</b> how point of view or purpose shapes the content and style of a text.</li> </ol>	<p><b>Production and Distribution of Writing</b></p> <ol style="list-style-type: none"> <li>4. <b>Produce</b> clear and coherent writing in which the development, <b>organization</b>, and style are appropriate to task, purpose, and audience.</li> <li>5. Develop and strengthen writing as needed by <b>planning, revising</b>, editing, rewriting, or trying a new approach.</li> <li>6. Use technology, including the Internet, to <b>produce</b> and publish writing and to interact and collaborate with others.</li> </ol>
<p><b>Integration of Knowledge and Ideas</b></p> <ol style="list-style-type: none"> <li>7. <b>Integrate</b> and <b>evaluate</b> content presented in diverse formats and media, including visually and quantitatively, as well as in words.</li> <li>8. <b>Delineate</b> and <b>evaluate</b> the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</li> <li>9. <b>Analyze</b> how two or more texts address similar themes or topics in order to build knowledge or to <b>compare</b> the approaches the authors take.</li> </ol>	<p><b>Research to Build and Present Knowledge</b></p> <ol style="list-style-type: none"> <li>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating <b>understanding</b> of the subject under investigation.</li> <li>8. Gather relevant information from multiple print and digital sources, <b>assess</b> the credibility and accuracy of each source, and <b>integrate</b> the information while avoiding plagiarism.</li> <li>9. Draw evidence from literary or informational texts to support <b>analysis, reflection</b>, and research.</li> </ol>
<p><b>Range of Reading and Level of Text Complexity</b></p> <ol style="list-style-type: none"> <li>10. Read and <b>comprehend</b> complex literary and informational texts independently and proficiently.</li> </ol>	<p><b>Range of Writing</b></p> <ol style="list-style-type: none"> <li>10. Write routinely over extended time frames (time for research, <b>reflection</b>, and <b>revision</b>) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</li> </ol>